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ABSTRACT

Organized in September, 1975, to facilitate the vocational training of limited English-speaking Latinos, the Minnesota Bilingual Vocational Training Project (MBVTP) was centered at St. Paul Technical-Vocational Institute. Staff included director, job specialists in charge of recruitment, programming, counseling retention, and job placement, and vocational teachers who developed a program of preparatory studies. Activities included (1) increasing Latino awareness of all possible occupational areas, (2) facilitating their admission into the training program of their choice, (3) remaining cognizant of the special characteristics that have previously prevented them from succeeding in vocational institutes and providing them with counseling and special support services to enable them to utilize existing training facilities and resources, thus insuring not only their recruitment, but also their successful completion of the program and subsequent job placement, and (4) mainstreaming the successful MBVTP into regular state programming within two years. During the two years more than 500 limited English-speaking Latinos have applied, more than 330 have been enrolled, 160 have entered preparatory programs, and nearly 200 have begun vocational training. So far 48 have also earned GEDs, and more than 40 have successfully completed training programs. Activities included inservice workshops for staff. An evaluation at the end of the first year (including five questionnaires for students and two for staff) showed that all were satisfied with the project and hoped it would continue. At the end of the eighteen-month federal funding period, the project was continued using state funds. (JT)

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ED145188

Final Report

558AH50072

MINNESOTA BILINGUAL VOCATIONAL TRAINING PROJECT

Conducted Using Federal Grant Awarded by
U.S. Department of Education
Division of Vocational-Technical Education
Under Part J - of the Vocational Education Act of 1963 as amended.

Mel Johnson Project Director

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U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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August 30, 1977

CE 012 934

FINAL REPORT

Project No. 558AH50072

MINNESOTA BILINGUAL VOCATIONAL TRAINING PROJECT

Research and Development Project
for Latino students in Bilingual Vocational Training

Conducted Using Grant Awarded by
Division of Technical Education
Minnesota Department of Education
Under Part J of Vocational Education Act of 1963, as amended

The project reported herein was performed pursuant to a grant from the Division of Vocational-Technical Education, U.S. Department of Education. Grantees undertaking such projects under Division sponsorship are encouraged to express freely their professional judgement in the conduct of the project. Points of view or opinions stated, therefore, do no necessarily represent official Division position or policy.

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August 30, 1977

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SUMMARY

The Minnesota Bilingual Vocational Training Program began in July 1, 1975. The United States Department of Education, Division of Vocational Education, Part "J" of the Vocational Act of 1963, funded the Project for the total of one (1) year from July 1, 1975 to June 30, 1976. However, as the end of the year approached and it became obvious that there would be some surplus of monies, and in view of the fact that Part "J" of the Vocational Act of 1963 did not choose to refund the project on an experimental basis, the Project requested and received an extension until December 31, 1976. A total of 18 months were funded by Federal monies. The remainder of the year, January 1, 1977 to June 30, 1977, the State Department of Education, Division of Vocational Education Program and Planning was responsible for providing the funds. In its third year of existence, the Minnesota Bilingual Vocational Training Program is funded by the Special Needs Section of the Vocational Education Division of Minnesota State Department of Education.

The period covered by this report will concentrate mainly on the eighteen (18) month period funded through Part "J" of Federal money. But, the interweaving an overlapping of program objectives as well as the students from one time period into the next, necessitates the periodical inclusion of the results obtained after the June 30, 1977 time period.

Initially, the goals and objectives of the Minnesota Bilingual Training Program were as follows:

1. To increase awareness of and knowledge about the occupational opportunities in the State of Minnesota to persons in the Spanish communities.

2. To provide to members of the Spanish speaking communities information concerning all available post-secondary vocational-technical training and retraining opportunities within Minnesota and to assist those who need help in availing themselves of such training opportunities

3. To provide a comprehensive program of guidance and counseling to those persons in the Spanish speaking community who are at juncture points in their career development and in need of such service.

4. To provide remedial assistance in basic educational skills to persons preparing to enter post-secondary vocational-technical programs, beginning students, and students currently enrolled in the first or second year of their program.

5. To provide support services to persons of the Spanish speaking community in those situations in which the retention or continuation of the student in the program is in jeopardy.

6. To develop and implement a procedure for systematically assessing the nature and needs of persons in the Spanish speaking communities for post-secondary vocational-technical training and retraining.

7. To provide a job readiness training program designed for students completing programs, persons changing jobs, and those adults seeking to enter or re-enter the job market.

8. To promote a smooth transition between training and the world of work by providing placement and follow-through services to those persons who have achieved their vocational goals.

9. To improve the effectiveness and efficiency of career development efforts and activities among Spanish speaking individuals by seeking cooperation and coordination among community resource people and agencies involved with various efforts, levels, and aspects of education.

The major thrust of this Project is to increase the number of persons from the Spanish speaking community who choose to extend their career development by selecting a program of post-secondary vocational-technical education.

The approach selected, therefore, was designed to correct problems and/or deficiencies which in the past have served to limit the numbers of Spanish speaking persons attending AVTIs. The problems and deficiencies were those identified by representatives of agencies and organizations serving the Spanish speaking communities, as well as agencies providing educational services.

Unlike what is happening today, the Minnesota Bilingual Vocational Training Program was not initially in the mainstraim of the St. Paul AVTI, but rather, a program quite separate from the rest of the school. Today, the Bilingual Staff participates as active members of the St. Paul Technical Vocational Institute staff in such matters as, counseling of regular TVI students; admissions office; maning of the Career Center, etc. The Project in other words, is totally integrated into St. Paul Technical Vocational Institute as a part of the Special Needs Division, which addresses itself to the problem and concern of over one thousand (1,000) students or forty-five (45) per cent of the total population.

But during the eighteen (18) month period, the plan of action reflected the activities needed to accomplish the aforementioned goals and objectives.

The Director was in charge primarily of over-all Project development and coordination. His duties included activities that would:

a) increase awareness about occupational opportunities available to the Latino,

b) coordinate the counseling services,

c) coordinate the remedial assistance in basic education,

d) provide support service to help in student retention,

e) procure input and feedback on a systematic basis,

f) improve probability of employment after training,

g) secure job placement

h) community liason and coordination of services.

The Job Specialists were in charge of recruitment, programming, counseling, retention, and job placement. It should be noted that counseling by the Job Specialists included personal as well as financial and educational. Job placement included obtaining jobs that were related to the field of training of the client, and also, for students that did not finish the program.

The Prep Program teachers were instrumental in developing a program of preparatory studies best suited for Latinos in Minnesota. During the eighteen (18) month period they taught over ninety (90) different classes to a very wide variety of students. Over two hundred and twenty (220) students were enrolled in the Preparatory Program at one time or another, and over seventy one (71) per cent achieved enough basic English or Math to continue their training in regular vocational programs or enter the job market at a higher level than when they first enrolled.

The student that was not viewed as needing Prep studies was often admitted to the regular vocational programs through the counseling of the Job Specialists. (see appendix)

FACT SHEET

I. PARTICIPATION	'75-'76	'76-'77	TOTAL
a) Total Applicants	309	218	527
b) Number of participants	185	129	393
1. Basic English Prep	23	39	62
2. Bilingual Prep	67	60	127
c) Vocational Placement	95	109	204
II. NUMBER OF APPLICANTS BY SEX			
a) Male	187	148	326
b) Female	122	70	185
III. NUMBER OF APPLICANTS BY AGE			
a) 16-19	80	49	129
b) 20-29	164	106	270
c) 30-39	45	44	89
d) 40-49	16	11	27
e)50-59	4	5	9
IV. NUMBER OF HIGH SCHOOL GRADUATES			
a) High School	101	48	149
b) With G.E.D	33	8	41
c) Bilingual Project G.E.D	8	36	44

V. PLACEMENT	'75-76	%active	'76-77	%active
a) Total Active.....	185		139	
b) Job related to training.....	67	36	23	17
c) Non-related(English) but placed through Project.....	36	19	26	19
d) Continuing education.....	35	19	42	30
e) Not employed	23	12	15	11
f) Unknown.....	24	13	33	24
g) Inactive applicant.....	124		79	

VI. NUMBER OF APPLICANTS BY MONTH

July.....	2	31
August.....	10	32
September.....	68	37
October.....	45	14
November.....	28	18
December.....	11	12
January.....	25	14
February.....	33	10
March.....	29	10
April.....	39	13
May.....	13	13
June.....	5	5

VII. APPLICANTS BY AREA OF RESIDENCE	'75-'76	'76-'77	TOTAL
West Side	92	56	148
East Side	43	24	67
Selby-Dale	76	72	148
Summit-University	13	21	34
McDonough Homes	5	17	22
Rice Street	21	4	25
Minneapolis	22	14	36
Other areas	23	10	33
VIII. LEVELS OF GRADE			
0	1	3	4
1	3	1	4
2	3	2	5
3	2	8	10
4	5	9	14
5	1	6	7
6	11	15	26
7	13	7	20
8	39	20	59
9	18	12	30
10	36	21	57
11	38	14	52
12	103	55	158
13	4	2	6
14	4	0	4
15	0	1	1
16	1	0	1

AUSTIN - ALBERT LEA TVI

I. PARTICIPATION	
a) Total applicants	31
b) Total active	18
c) Total number in Prep	7
d) Total number in Vocational	21

II. NUMBER OF APPLICANTS BY SEX '75-'76

a) Male..... 16

b) Female..... 15

III. APPLICANTS BY AGE GROUP

a) 16-19..... 2

b) 20-29..... 22

c) 30-39..... 5

d) 40-49..... 2

e) 50-59..... 0

IV. NUMBER OF HIGH SCHOOL GRADUATES

a) High School..... 6

b) With G.E.D..... 16

V. APPLICANTS BY AREA OF RESIDENCE

Albert Lea..... 16

Austin..... 4

Hollandale..... 4

Blooming Prairie..... 2

St. James/Medelia..... 1

Owatonna..... 4

VI. SCHOOL YEARS COMPLETED BY APPLICANTS

0------0	4-----0	8------3	12------8
1------0	5-----1	9------3	13------0
2------0	6-----3	10------4	14------0
3------1	7-----0	11------8	15------0

VII. NUMBER OF APPLICANTS BY MONTH

'75 September	12	'76 August	0
October	1	September	0
November	1	October	1
December	1	November	5
'76 January	3	December	1
February	2	'77 January	11
March	0	February	0
April	3	March	
May	1	April	
June	0	May	
July	0	June	

Average for WRAT Test 1.....5.5

Average for WRAT Test 2.....5.7

Average for GATES Test.....5.1

In addition, Spanish classes for staff in-service training were conducted. Professionals from the University of Minnesota and other educational systems were contracted to provide workshops on counseling, recruiting, English as a Second Language, and other topics. Career Fairs were initiated and coordinated by Project Staff. Many presentations were given to provide exposure for the Program.

The Project was evaluated by the Project Staff, Technical Vocational Institute Staff, and administration, most importantly, by the students themselves. The data attached provides insight into the feeling and expectations of the program and what the participants thought they should have received. The vast majority of respondents were generally satisfied with the first year of performance. The program may also be evaluated in terms of providing job opportunities and placement to those who sought services. In this respect, it may be noted that the program helped seventy four (74) per cent of the active participants in the year 1975-76,

and in the year 1976-77, the program helped sixty-six (66) per cent. The figures could be higher if it was determined what happened to the thirteen (13) and twenty-four (24) per cent "UNKNOWNS". It cannot be presumed that they did not received some sort of help in obtaining jobs.

Conclusions and Recommendations

The extension of the Minnesota Bilingual Vocational Training Program funding period by the United States Office of Education provided an opportunity to implement many but not all, of the recommendations that were offered by staff and participants. They included:

1. Continuation and expansion of the Project.
2. More participation by Staff and Clients in the overall social and scholastic structure of St. Paul TVI.
3. In view of the fact that stipends were terminated by the Federal Government new funding sources for stipends should be sought out.
4. More Basic Education and Preparatory Staff hired.
5. Make more use of the existent ATVI facilities.
6. Continuation of proven methods of operation.
7. Implementation of new methods of operation that are viewed as highly likely to benefit the program.
8. Continuation of and improvement of the intake process to guarantee better vocational program retention.
9. Technical tutors be hired to work with students in their classroom
10. Follow-up system be established.

The number one priority is continuation of the program. It is felt that once the program is in catagorical state aid funding status, a definite possibility in the near future, the program can concentrate even more on improvement of the services provided.

It was determined that the staff we now have is sufficient to meet the needs expressed at this particular time. Therefore, there is no move to increase the staff in the forseeable future.

The Program is rapidly being absorbed by the St. Paul Technical Vocational Institute. The Program staff is utilizing the facilities and the school has accepted the staff members and assigns responsibilities which reflect the acceptance.

STATEMENT OF THE PROBLEM

Efforts aimed at providing equal education opportunities in vocational technical education for minority students were initiated in Minnesota in 1972. At that time, a resolution requesting recruitment of minority and disadvantaged into the training programs in Minnesota's area vocational-technical institutes was passed by state delegates of the AFL-CIO. Following this action, a coordinator was appointed within the Division of Vocational-Technical Education, Minnesota Department of Education, with responsibilities for minority recruitment. Since that time, considerable progress has been made in accomplishing the task set forth. Personnel have been employed to work with the target groups, and assigned to several geographic locations within the state. Because a large percentage of minority people reside within the seven county metropolitan area encompassing Minneapolis and St. Paul, a Vocational Education Advisory Service office was opened in September 1974 to provide services and assistance to minority and disadvantaged persons. In this manner, an effort was initiated to make vocational-technical education at the post-secondary level more accessible to those persons who in the past have not been adequately represented therein.

However, while a start has been made in minority recruitment, a second and equally crucial part of the problem involves appropriate placement and retention in the various programs. For example, it has been observed and reported by persons involved in minority recruitment that Latino persons placed into area vocational-technical institute programs exhibit some common characteristics:

1. Apprehension about their ability to succeed through a program.

2. Uncertainty about their vocational goals.

3. Inability to identify occupational areas, other than those in which their immediate families are employed.

4. Limited math and reading skills. Most are functional between 2.0 years and 7.0 years grade level. (Vocational Programs are at the 8 - 9.0 grade level.)

5. Limited financial resources. A majority of Latino students placed in Vocational Programs qualified for Basic Educational Opportunity Grants (BEOG individuals must be earning below poverty level.)

6. Accessibility to Vocational Programs has been restrictive due to lack of adequate, private and public transportation. This is particularly true in Metropolitan Area Vocational Schools.

In brief, the problem being addressed herein is that of equalizing opportunities in post-secondary vocational-technical education so as to take cognizance of and provide for characteristics exhibited by minority (bilingual) students which are different than the typical population, and which in the past have served to limit their participation.

The national picture. Who are the Spanish Speaking? Are they all persons who use Spanish as the dominant home language? As Mr. Henry Ramirez, Chairman of the Cabinet Committee on Opportunities for Spanish Speaking People stated: "Paradoxically, all of them do not speak Spanish. Some speak only Spanish, others only English, and many speak both languages." Racially, the Spanish Speaking includes White people, Brown people and Black people. Though they or their ancestors came from Mexico or Puerto Rico for the most part, many originated in Cuba or one of the Central or South American republics. But, the main common denominator is a Spanish Language Heritage.

Spanish Speaking are in every state in the Union, and according to the latest census, 31 states have Spanish Speaking populations of at least 20,000. They represent roughly 5% of the U.S. Population.

In general, Spanish Speaking are severly disadvantaged compared with the dominant Anglo population. In income, occupational status, and

unemployment, their status is roughly equivalent to blacks; in education they are far worse.

In 1970 only 56% of all blacks between 25 and 29 years of age had completed high school (Census 1970.)

In 1970 one out of every seven black teenagers 14 to 19 years of age dropped out of school.

In 1970 one in every six college-age black men were enrolled in college as compared to one in every three whites.

In 1970 income for Negro and other races was $6,279 as compared to $10,236 for whites.

Despite years of occupational upgrading, about two-fifths of all Male workers of Negro and other races remained in service, labor or farm occupations in 1970.

In 1970 the black and other races unemployment rate was 8.2% as compared to about 4% for whites.

Census figures show that some 29% of Mexican Americans and 32% of Puerto Ricans are below the poverty level. The comparable figure for all Americans is 13% and for blacks 34%. Clearly, the Spanish Speaking and particularly Mexican Americans and Puerto Ricans, are congregated along with blacks at the bottom of the economics ladder in terms of income.

The precarious economic position of the Spanish Speaking is further underscored by the nature of the jobs they hold. About 70% of them are in unskilled and low paid, blue collar service and farm jobs. Only 23% of Spanish surnamed men hold white collar jobs, as compared with 42% of all American males.

Being relegated to the bottom of the economic heap is a consequence of the educational deprivation suffered by the Spanish Speaking.

In terms of Education, it should be noted that persons of Spanish Origin have a lower level of educational attainment than any other group in the population. Only about one in five Puerto Ricans and one in four Mexicans 25 years and older have completed high school.

Likewise, only 12% of all Spanish Speaking 25 and older have attended at least one year of college. For Mexican Americans and Puerto Ricans, the figures are 4% and 6% respectively. The comparable rate for all adults is 21%.

Cultural and social aspects. There must be a recognition of the difference between Spanish Speaking people and other Americans; differences that effect the delivery and success of occupational and vocational services. In particular, the differnce in language, value orientation, ethnic-isolation, and other social, and psychological factors.

Of all the foreign languages in the United States, Spanish is the most prevalent. Mexican Americans and Puerto Ricans have persisted in maintaining the Spanish language over several generations. Not only has the use of the Spanish Language been maintained, but its use has increased. Where only a few years ago meetings were conducted only in English, they are now frequently bilingual or Spanish only get-togethers. Neighborhood newspapers publish articles in both English and Spanish. Radio stations broadcast dialy programs in Spanish with music from Mexico, and "Latino" dances are held nearly every weekend. Furthermore, the Spanish Speaking have fewer economic incentives to learn English because:

1. Their opportunities to advance are limited.
2. Acculturation pressure from children and the rest of society are less severe than in the past.

The end result is that nationally one Spanish surnamed adult in four is illiterate in English. Many lack a working command of Spanish as well as English.

Though value orientation is different among various ethnic groups, it must be recognized that within Spanish Speaking groups value orientations differ. However, there are some cultural attributes that seem to apply to most of the Spanish Speaking:

1. Strong family ties.

2. Relations, between individuals are more important than competitive, materialistic or achievement norms.

3. A sense of solidarity and pride in a unique heritage (LA RAZA).

4. Machismo, meaning male dominance, patriarchy, emphasis on mans' masculinity.

Celia S. Heller also states... "That the two cultures (Mexican Culture and dominant American culture) have contrasting orientations toward some basic universal human problems."

The relation of man to nature is "Subjugation-to-Nature" in the Mexican culture, but "Mastery-over-Nature" in the American culture.

The basic fact of Ethnic-isolation is attributed to economic and social discrimination. The overwhelming majority of the Spanish Speaking live in self contained neighborhoods separated from the rest of the community, through this may be a choice of the individual who feels more comfortable in familiar surroundings with people of his own culture and background.

Many are forced by economics and social discrimination to seek housing in areas with substandard homes. Studies of Metropolitan Areas such as Los Angeles indicate that the chances of a Spanish Speaking person occupying substandard housing are over four times that for an Anglo at a similar income level.

The Minnesota profile. The present profile on Minnesota's Spanish Speaking is confused to a degree as the 1970 Federal Census in Minnesota did not recognize the distinction between the 20 Spanish Speaking groups. Those individuals who indicated Mexican, Puerto Rican, or a response suggesting Indo-European Stock or who did not classigy themselves, in one of the specific race categories (White, Negro, Indian, Japanes, Chinese, Filipino, all other) were included in the category "White", thus limiting the capability of properly identifying the various sub-groups within the Spanish Speaking group. It should be noted, however, that the Federal

Census Bureau has indicated they under counted the Spanish Speaking by 16.7% of the total population counted.

A conservative estimate of Minnesota Spanish Speaking population, made in early 1974 by Migrants In Action (a non-profit resettlement and social action organization working in the Twin Cities) which was based on the latest Census Bureau figures and information derived from local and state-wide agencies concerned with the Spanish Speaking indicated the following figures:

	TOTAL SPANISH SPEAKING POPULATION
Minnesota	38,000
7-County Metropolitan	28,000
Minneapolis	6,000
St. Paul	12,000

The Seven County Metropolitan Population Distribution of Minorities, July 1973, indicates that Hennepin and Ramsey Counties have the highest number of Spanish Speaking. In particular the city having the largest population is St.Paul in Ramsey County.

Let us look briefly at the St. Paul Mexican American Community, and especially the West Side district. It is separated geographically from the m main parts of the city by a horizontal S shaped loop of the Mississippi River; it is also separated in a second way by a particular set of circumstances and conditions which make it culturally unique. It is the home of several different nationality groups, including the largest Mexican American settlement in Minnesota.

The first of the Mexicans to come to St, Paul arrived about 1912, and significant numbers have been arriving ever since. Almost all of the early arrivals were migrant workers from the southwestern states or Old Mexico.

Because many of the Mexican Americans who "settled out" of the

migrant stream and/or came to work on the railroad or in factories had not been trained for higher paying positions and either spoke only Spanish or limited, heavily-accented English, they were relegated to the low-cost and often inadequate housing then available on the West Side "flats".

Despite their lack of education and low economic status, many Latinos, were able to get packing house employment, factory jobs, and other kinds of work. As the arrivals became year-around residents, they were often able to purchase homes on the flats or to find better apartments and gradually improve their living conditions. In spite of their frequently very poor living conditions, the Mexican American people over the years developed an active, cohesive dynamic community--one which maintained its language, customs, and culture.

It is estimated that some 10,000 of the Spanish Speaking residents of St. Paul live on its West Side. Also, Census data indicate that nearly one-third of the 10,000 Spanish Speaking persons currently estimated to reside on the West Side moved to St. Paul since 1965. In addition, since 1970 approximately 125 families (600-700 persons) per year have attempted to "settle out" of the migrant stream into St. Paul.

The "community" is now physically split by industrial parks, new highways and bridges. Re-development has forced community members to give up their homes and relocate. In addition to its dispersing factor, re-development has also reduced the availability of low cost housing on the West Side, meaning that more and more of the recent arrivals have had to locate in other urban core areas, further separating the Spanish Speaking from each other.

In spite of this separation and of many previously studied trends and predictions to the contrary, both the language and the culture of the

Mexican American community have been preserved.

Goldner, in a 1959 linguistic study of the West Side, found that 88% of the first generation Mexican American, and 68% of the second, spoke Spanish in their homes, often with their wives. The same study noted that 76% of the first generation and 48% of the second used Spanish in their employment. Between parents and their children, both languages were found to be used. Usually the parents spoke in Spanish and their children answered in English. Ninety-two percent of the second generation of Mexican Americans included in the study thought their children should learn Spanish.

A 1971 University of Minnesota thesis study noted that students who spoke and understood Spanish rarely admitted it. The only time Spanish Speaking youngsters were found to converse in Spanish in school was when they wanted to discuss something in a way that monolingual teachers and students would not be able to understand them.

Both studies found that among West Side Mexican Americans, it took three to four generations to lose the ability to use the Spanish language. In contrast, the European immigrants often lost the use of their language within the first generation. Both studies (1959 and 1971) also noted that at the times of the studies Spanish was rarely heard at dances and other social events; it was almost never used in community meetings.

In an earlier paragraph is was stated that the language and culture have indeed been maintained on the West Side. It now should be added that within recent years the use of the Spanish language has more than just been maintained. Its use has increased. Although a few years ago all community meetings were conducted only in English, they are now frequently bilingual or Spanish-only get-togethers. Two neighborhood newspapers publish articles in both English and Spanish; the University radio broadcasts a daily program in Spanish with music from Mexico; a commercial radio station has one-hour

Saturday and Sunday broadcasts devoted to Latino news and music; "Mexican" dances are held nearly every weekend with the music provided by local and imported Mexican American musicians.

Of the parents or guardians of West Side Mexican American children identified in a district-sponsored survey, 84.8% are either Spanish-dominant or bilingual and use Spanish often in the home.

The heritage of the community has, however, had an effect on its children. Many Latino children identified on the West Side as English-dominant are able to converse on a variety of subjects in English, showing neither lack of vocabulary or noticeable accent. Many of these children are ashamed of their linguistic and cultural backgrounds, and when they pronounce their names, pronounce them as if they were of Anglo origin.

These same children, however, do poorly in school. Preliminary findings show that even among the English-dominant children who are reluctant to indicate any deviation from the Anglo cultural norm, a large percentage were raised in a non-Anglo cultural ambience. Even when they are unaware of its influence, these children are largely motivated in a manner consistent with that found among Mexican American children raised in poverty Latino cultural surroundings.

Monolingual English-speaking staff were often able to identify non-English dominant families; however, since Spanish-speaking students do not speak Spanish to teachers and personnel who will not understand the language, the nonolingual English-speaking staff members showed a tendency to believe that all students who are not monolingual Spanish-speakers are English dominant, and classify them as such.

While the public school sight count had indicated that the Spanish-surnamed enrollment of the eight schools with the highest Latino student concentrations averaged out to 20% of their total combined enrollment, the individual linguistic evaluation indicated that 17% of the total enrollment is also non-English dominant. Previous district estimates had indicated that 55% of St. Paul's Spanish-surnamed children spoke no Spanish.

The aforementioned survey, then, indicated that 83% of the Spanish surnamed students are non-English dominant. Eighty-five percent of the parents of Mexican American children identified in the survey are non-English dominant.

In the area of employment status, Table 98 of the (PC-(1)-C25 Minnesota) Census indicates that of the 1,722 St. Paul males 16 years and older indicated that 6.8% of the Civilian Labor Force were unemployed. Given the down turn in the economy during the past year, it is projected that the figures shown are significantly higher.

The percent of Spanish Speaking families on income less than poverty level is 11.02% for the State of Minnesota.

The Mpls.- St. Paul Area has 8.45% of Spanish Speaking families on income less than poverty level.

Post-secondary vocational-technical education. The Minnesota Vocational Technical Education-Governors Conference for 1972 brought to light the fact that there were enrolled in the 33 Area Vocational-Technical Institutes, 442 minority group students. The term minority group was defined as those persons of Black, Indian, Oriental Surnamed and Spanish Surnamed Ethnic Groups. Of particular concern to this report was the Spanish Surnamed Group, which totaled 122.

According to the 1970 Federal Census, there are over 51,000 minority individuals 18 years and over in the State of Minnesota, thus yielding a minority representation of .68%, (less than 1%) in our Area Vocational-Technical Institutes. The (PC (1) - C 25 Minnesota) 1970 Census indicates that there were 13,618 Persons O Spanish Language 15 years and older in the State of Minnesota, yielding a Spanish representation of .89%, (less than 1%) in the Area Vocational-Technical Institutes.

An in-depth study of minority participation in the thirty-three Area Vocational-Technical Institutes was commissioned by the Division of Vocational Technical Education, Minnesota Department of Education. This report was prepared by Mr. William Gonzalez and presented in a document titled: FIELD STUDY ON MINORITY GROUP PARTICIPATION IN MINNESOTA AREA VOCATIONAL-TECHNICAL INSTITUTES. The study showed, from the information available, "Less than 1/100% minority representation in the Area Vocational-Technical Institutes." In addition, it was noted that of the 33 Area Vocational Technical Institutes, only Minneaplis and St. Paul had more than 20 minority students enrolled. The total minority support staff for the 33 Area Vocational-Technical Institutes surveyed was 58, as compared to a total white support staff of 2,314.5 The study further noted that of the thirty-three Area Vocational-Technical Institutes, Minneapolis had the only minority (Black) director. Other information from the Gonzalez report, including identified needs, current status (at that time), conclusions and summations will be found in Appendix A.

As a result of the AFL-CIO resolution calling for the establishment of minority recruiter service for the area vocational-technical institutes, and the subsequent studies and assessments, a Vocational Education Advisory Service was established to provide assistance to minority students, with emphasis on four major areas. These areas are:

1. Recruitment
2. Counseling
3. Retention
4. Placement

The goals and objectives of the Vocational Education Advisory Service are summarized as follows:

1. Recruitment of minority students for vocational-technical training.
2. Help retain students in the Area Vocational-Technical Institutes.
3. Provide counseling when needed, with the help of Area Vocational-Technical Institute counselors and instructors.
4. Provide financial assistance in the form of crisis money and referrals to other agencies that will assist in student financial aid.
5. Assist the student in selecting an area of vocational study.
6. Assist students who are in need of housing and transportation.
7. Assist students with tutprial needs. (This may be done by referrals to Independent School District #625 and other agencies).

GOALS AND OBJECTIVES

As has been stated, but deserves repetition, the equalizing of vocational education opportunities for Minnesota's chronically unemployed or under-employed and educationally disadvantaged, limited English-speaking Latinos is the main purpose of the Minnesota Bilingual Vocational Training Project.

This is accomplished by:

--Increasing Latino awareness of all possible occupational areas, and the skills needs for them;

-- Facilitating the admission of Latinos into the training programs of their choice;

-- Remaining cognizant of the special characteristics that have previously prevented Latinos from succeeding in Minnesota Area Vocational Technical Institutes; providing these non-traditional students with the specific bilingual counseling and special support services that enable them to utilize existing training facilities and resources, thus assuring not only Latino recruitment, but also, their successful completion of the program they have chosen, and subsequent job placement;

-- Mainstreaming the Minnesota Bilingual Vocational Training Project into regular state programming.

In the 18 months of operation, the Minnesota Bilingual Vocational Training Project has located many cooperating agencies and personnel to take care of the requirement of special needs populations. During its second year of operation, the project met the needs of the previously described Latino population for vocational education in a manner that was consistent with both the general State Plan for Vocational-Technical Education and more specific objectives related to the requirements of the Latino community.

At the post-secondary and adult level, as well as in a more comprehensive, general way, the state of Minnesota is committed to serving students with special needs within the vocational system. Working within the framework set up by these state objectives, the Minnesota Bilingual Vocational

Training Project actively recruited, prepared, supported, placed, and followed-up Latino students.

Project Objectives

The original objectives of the Program referred to in the first section were expended during the start of the second year. The second set of objectives were determined by the specialized needs of the state's Latino population. In the major areas of recruitment, preparation of bilingual students, student support, placement of graduates, and follow-up of students, the project's objectives were these:

a) Recruitment Objectives:

1) Project will recruit qualified candidates for both preparatory and regular programs.

Related Activities:

--Project staff members will contact referring agencies and local high schools in order to publicize types of programs and qualifications for the project.

--Project staff members will maintain connections with all social and educational agencies serving the Spanish-speaking in order to provide alternative services for persons who cannot participate in the Minnesota Bilingual Vocational Training Project.

--Project staff members will coordinate recruiting efforts with the Minnesota Migrant Council and the Vocational Advisory Services of the State of Minnesota in order to serve the needs of the Latino population throughout the state.

2) Project will interest increased number of Latinos in vocational education.

Related Activities:

--Project staff members will disseminate information about vocational education in a bilingual format to all persons and agencies which work with Latinos.

--Project staff members will maintain contacts with the families and friends of students in the project in order to interest other potential clients in the many vocational programs available.

--Project staff members and members of Project Advisory Committee will maintain and strengthen ties with local employers in order to encourage employers' use of the project as a source of job training, re-training,

and upgrading for Latino employees who need bilingual, bicultural support and counseling services.

b) Preparatory Objectives:

1) Project will prepare students to take advantage of the training offered in the state's AVTI system.

Related Activities:

--Staff members will plan and execute a one-quarter (12 week) preparatory program to provide students with the skills and attitudes vital to completion of vocational training.

--Staff members will work with metro area AVTI counseling and instructional personnel to become better aware of the specific skills in reading and math required by various programs. This effort will allow the student's preparatory program to be better suited to individual vocational goals.

2) Project will prepare students for vocational areas "in which there are employment opportunities", as stated by application criteria.

Related Activities:

--Project staff members will maintain communication with the Minnesota Economic Development and Planning Agency (EDPA), which stays in close contact with industry in order to forecast employment needs.

--Project staff members will work with business and labor agencies to encourage students to go into fields in which there are good local opportunities.

c) Student Support Objectives:

1) Students will receive academic support services geared to their vocational needs.

Related Activities:

--Project staff members, particularly preparatory program teachers, will work with preparatory students entering vocational programs and with vocational area instructors and AVTI counselors to enlist potential tutors as soon as the student has need of tutorial support.

--Project staff members, particularly the Vocational Counselor and Job Specialists, will work with students who enter vocational programs and do not require a full quarter of preparatory work to locate tutorial resources as soon as the student enters a vocational program.

--Bilingual tutor/translators will be available through the project office to assist all students in such areas as English as a Second Language, bilingual vocational terminology, and bilingual explanations of shop procedures.

--Additional tutorial support will be made available through the Special Needs Counselors in the AVTI's. This support will supplement the above bilingual support and supply expertise in areas where there are no bilingual tutors available.

2) Students will receive financial support sufficient to meet their needs while involved in vocational training.

Related Activities:

--Project Job Specialists will establish and maintain connection with the appropriate contact person at agencies funding vocational training, particularly the Comprehensive Employment and Training Act (CETA), the WIN and non-WIN programs of the Welfare Department, the Social Security Administration, and the Veteran's Administration so that students eligible for these programs can recieve support.

--Project Job Specialists will maintain constant communications with Financial Aids Officers at all the AVTI's in order to assure that participants take advantage of all programs such as the Basic Opportunity Grants (BOG), Supplemental Education Grants (SEG), and Work Experience (WE) Programs handled through each school's Financial Aids Officers.

--Project Job Specialists will strengthen contacts with the Minnesota Migrant Council and its local cooperating agency, Migrants In Action, to provide financial resources for those students who meet the definitions of migrant and seasonal farm workers.

--Project staff and Advisory Committee members will work with local employers to develop more work experience opportunities for participants in the program.

--Project staff members will work closely with Vocational Advisory Services (VAS) staff members to locate and utilize other potential sources of financial support.

3) Students will receive bilingual social and personal counseling to enable them to complete a vocational training program and then become successful employees in their fields.

Related Activities:

--The Project vocational counselor will assist students in interpreting test data describing personal interests, aptitudes, and attitudes, and the effects of these variables on career choice.

--Staff members will be responsible for discussing choice of vocational program and progress made with each student on a bi-weekly basis.

--Project staff members, sensitive to the experiences and needs of Latino students, will recognize and discuss areas of cultural conflict and help the students to resolve cultural conflict and help the students to resolve culturally-based conflicts.

--Project staff members will be able to recognize other student needs requiring other types of professional attention such as psychological or psychiatric evaluation and care, speech therapy, and medical and dental care, and make arrangements for students to receive such services as necessary for normal functioning within a vocational program.

d) Placement Objectives:

1) Students will be placed in the vocational areas for which they are trained.

Related Activities:

--Project Job Specialists will work together with placement personnel at AVTI's to find appropriate jobs for graduates.

2) Students will be placed in jobs at wages comparable to other positions in that field.

Related Activity:

--Job Specialists will work with AVTI placement personnel to assure that program graduates receive competitive entry level wages according to their training.

e) Follow-Up Objective:

Follow-up data graduates in terms of type of job held, compensation advancement, and need for further job upgrading will be collected and maintained.

Related Activity:

Project Job Specialists will follow-up graduates at six month intervals to collect the above data.

PROJECT DESIGN AND APPROACH

During the Minnesota Bilingual Vocational Training Project's first months, more than 300 individuals applied and were interviewed, even though little, if any, publicity had yet been initiated.

Many applicants, unsure of the project's purpose had come seeking employment referrals. Because of personal financial obligations, about 40 percent of the applicants could not invest the time a training program -- even a short course -- would require.

Seventy-two (72) percent of the remaining 161 initial applicants were Spanish-dominant, 61 percent males and 39 percent females. They averaged 10 years of schooling, but scored grade-equivalent averages of 5.9 in English and 5.7 for math.

Since the average vocational program is geared for a 9-10th grade entry level, nearly everyone was enrolled in a bilingual vocational preparatory course.

Preparatory Program for Participants

To maximize access to all vocational programs and to insure that entering latino students make sound vocational choices, the Minnesota Bilingual Vocational Training Project offered a preparatory program for entering students. This program, took place at St. Paul T.V.I. with other AVTI's and local industries used when needed. It was designed to acquaint the student with the wide range of career choices available within the AVTI's, and also to make the student aware of the skills needed to pursue various types of training. During the preparatory

program, students devoted approximately half their time to basic skill building in the areas of mathematics and communications and the other half of the time in vocational observation, exploration, and analysis. Such a program insured exposure to a wide range of careers and thus encouraged a student to consider new and non-traditional occupations

1. Length of Preparatory Program

The Minnesota Bilingual Vocational Training Project preparatory program was one quarter (12 weeks) in length, but was increased to almost a year because of the level of the students. The program was the same length as a normal training day: six hours per day, for a total of thirty hours per week.

After completing the preparatory program, students were slotted into the vocational area of their choice. Date of completion, then, depended on the program selected; most vocational programs at ABTI's range from two to six quarters (24 to 72 weeks) in duration.

2. Number of students in Preparatory Program.

During the 18 month period there were 150 students admitted to the preparatory program.

3. Curriculum of Preparatory Program

The Preparatory program consists of experiences and studies related to vocational training. Hence, the backbone of the program is the vocational exploration course, complemented by work in the skill areas necessary to vocational study. Following is a more detailed description of the Vocational Exploration course and related skill areas:

a. Vocational Exploration and Observation

(1 hour per day, 5 days per week; total time - 5 hours per week).

This course consists of work samples, observations of work situations, and discussions of work related bahavior.

Course Objectives:

1. To familiarize students with a variety of vocational areas.
2. To present work samples in a realistic context.
3. To make students aware of the different entry requirements for different types of jobs.
4. To promote students' evaluation of their personal strengths and weaknesses in relation to vocational areas.
5. To publicize the opportunities for advancement possible with different types of jobs.

b. Vocational Communications

(One hour per day, five days a week, total 5 hours per week)

This course stresses oral communication appropriate to a work situation. It concentrates on clear one-to-one communication, as in a worker - co-worker or employee-supervisor situation, and also introduces students to the requirements for speaking to a larger group. Vocational Communications is structured to:

1. To promote mastery of the clear, consise communication style required in a work situation, both in English and Spanish;
2. To develop students' ability to analyze the verbal and non-verbal factors in a speech situation;
3. To give practice in the clear expression of ideas, through individual and group critiques;
4. To encourage competence in public speaking.

Upon completion of the course, participants will meet these objectives:

1. Students will be able to recognize the different styles of speaking in English and Spanish which are appropriate to different situations.

2. Students will become aware of the kind of communications skills they will need on the job.

3. Students will be able to express their ideas clearly and evaluate one another on that basis.

4. Students will understand the fundamentals of public speaking and be able to communicate effectively in a large group situation such as an organization meeting.

C. Vocational Reading Development

(Two hours a day, five days per week; total 10 hours per week). While Vocational Communications concentrates on oral skills, this course is devoted to the reading skills necessary to succeed in a vocational program. The course aims to:

1. Introduce students to the types of reading material used in vocational courses;

2. Improve the skills of word attack, decoding, and use of contextual clues in order to increase comprehension;

3. Introduce the idea of technical terms and give students ways to master them.

4. To demonstrate use of a library and media center.

After completing this course, students will meet these goals:

1. Students will be familiar with the various types of reading material used for vocational courses, in particular for the material used in the individual's area of vocational perference.

2. Students will show measurable growth, as recorded by pre- and post-testing, in the skills of work attack, decoding, use of contextual clues, and general reading comprehension.

3. Students will be familiar with some technical terms used the area of vocational preference, and will know how to find the meaning of other technical terms which will be needed;

4. Students will be able to express themselves clearly in writing at a level appropriate to their vocational goal;

5. Students will become familiar with the library and use of its facilities to locate information they need.

During the winter quarter of 1976, it was noted that bilingual students achieved a 1.6 grade level increase in overall reading ability:

READING PERFORMANCE OF BILINGUAL PROGRAM STUDENTS

(Data from Winter Quarter - 12-1-75 / 3-5-76)

PRE	Rate	Vocabulary	Comprehension	Word Attack	Average
19 students with no score	17=2.0 34.7 10 no score	17 =5.1 86.4 3 no score	17 =4.8 82.3 6 no score	12 =5.7 68.9	4.3
POST					
9 students with no score	14=4.5 69.9 3 no score	14 =6.5 91.5 2 no score	14.=5.9 82.3 4 no score	10 =7.1 70.6	5.9
CHANGE	+2.5	+1.4	+1.1	+1.4	1.6

Average Overall Growth = 1.6 years

During the third year, project students will be expected to improve reading performances by at least 1.5 years during the prep. program.

d. Vocational Mathematics

(Two hours per day, five days a week; total ten hours per week). This course gives students practice in the basic mathematical skills of addition, subtraction, multiplication, division, use of fractions, decimals, and units of measure. Since the level of mathematical skill required to succeed in vocational programs varies greatly according to the technical requirements of those programs, students receive individualized instruction according to their vocational goals. Thus, the course of study in math is closely tied to the type of math the student will need in the vocational training program.

Also, this course has a consumer finance component designed for all students. The course is formulated:

1. to introduce students to banking services such as checking and savings accounts, loans, and credit plans.
2. Present various types of insurance plans.
3. To familiarize students with installment buying systems.
4. To explain computation and payment of federal and state taxes.

After completing this segment of the course, participants will meet these objectives:

1. Students will understand and be able to use the services of a bank.
2. Students will be able to describe the costs and benefits of various types of insurance.

3. Students will know that installment buying causes a finance charge and will be able to compute installments.

4. Students will understand the systems of taxation which apply to all employees in the United States.

These areas, then, form the Bilingual Preparatory Program: Vocational Exploration, Vocational Communications and Reading Development, Vocational Mathematics and Consumer Finance.

Once a student had identified an area or areas of vocational interest, every effort was made to gear the prep program to the student's specific needs in terms of selected shop observations, type of communication skills and technical vocabulary required, and level of mathematical skill needed. Also, as soon as the student selected some potential vocational interest areas, applicantion were sent to all A.V.T.I.'s with programs in that area in order to facilitate immediate entry into the vocational program of choice. In this manner we were able to place 79% of all students that wished to enter a vocational program. In addition to the preparatory curriculum, students had, whenever possible regular biweekly meetings with project staff members for personal and financial counseling. During these meetings, and in addition, by means of more informal daily contact, project staff members assisted participants in recognizing the demands of vocational education and employment and adjusting to them. During this period, too, students met with project staff and with the financial aids officers of appropriate vocational institutes to make the financial arrangements necessary to supply the cost of training such as tuition (if available), books, supplies, tools, and uniforms, and to support the student while the training was in progress.

To do so, such grant programs as the Basic Educational Opportunity Grant, and the College Work Study (CWS) Programs are utilized as are such agencies as local Comprehensive Employment and Training Act (CETA), and Programs of local Welfare Departments whose clients are project participants.

On-going evaluation of the project, conducted by the staff and Advisory Committee, dictated a few changes in procedures and organization.

1. At first, the Minnesota Bilingual Vocational Training Project began with headquarters and main program centered in St. Paul, where the state's greatest latino population concentration resides, in the Red River Valley, and in southeastern Minnesota. Both because of the great number of St. Paul area applicants, and the availability of other resource personnel in the Northwest, the Red River Valley staff member was transferred to St. Paul.
2. The statistical profile of more successful latino students showed the age, education and experience levels that seemed to correlate with "motivation", and thus predict whether an applicant would be likely to succeed. It was decided to give preference to applicants with those minimum levels because they indicated a preparedness that the project staff could not hope to duplicate in a short period of time.
3. Given the preference levels and geographical areas of concentration, it was determined -- using 1970 census data and up-dated population estimates -- that the following represented the target population:

	Southeast	Metro Area
Non-Migrant:		
Latinos not employed, Spanish-dominant, vocationally unskilled, one or more years of high school, aged 18-49 years	435	1,350
Migrant:		
Latinos resettled within the past five years, one or more years of high school, aged 18-49 years	330	335
Total target population		2,405

4. Training programs are to be held to teach vocational instructors survival Chicano Spanish.
5. Training in teaching vocational English to speakers of Spanish is to be conducted for project and cooperating AVTI staff.
6. Workshops were to be given in counseling Chicano vocational students.

BILINGUAL AUTOMOBILE MECHANIC COURSE

Because of the number of latino project applicants interested in auto mechanics vocational training, a bilingual auto mechanics course began in mid 1976., through a sub contract with the Minnesota Migrant Council on migrant action.

Components of the course with instruction in both English and Spanish include:

The use and care of hand tools
carburator
brakes
fuel pumps
water pumps
ignition and tune-ups
oil and filter change
timing
lubrication
electrical
radiator
shock absorbers
exhaust system
starters
front end alignment
wheel balancing
suspension
used car preparation

BILINGUAL CLERICAL AND ACCOUNTING COURSES

Instruction in both English and Spanish leading to qualification as a Bilingual Clerk Typist or Bilingual Accounting Clerk began in 1976.

Business English
Accounting
Typing
Business principals
office management
Business Math
Office machines
General Office Proceedures

In addition to capacitating the latino participants and enabling them to succeed within the existing vocational training framework, numerous efforts were made to improve the ability of current vocational instructors and counselors to work with non-traditional students.

BASIC URBAN SPANISH AND THE CHICANO EXPERIENCE:

Offered to vocational teachers, counselors and other staff members, this instruction in basic Spanish enrolls 25 students at a time for 24 class hours.

To increase communication, awareness, understanding and knowledge between the English and the Spanish speaking, guest speakers also covered basic aspects of the history, heritage, culture and contributions of the chicano. Historical, social and legal aspects of bilingual education are covered. Spanish vocabulary appropriate for vocational education is included in the basic spanish language instruction.

COUNSELING IN THE SPANISH-SPEAKING COMMUNITY

Professional Bilingual/bicultural counselors and social workers discuss the considerations, background and needs of spanish speading persons in this workshop. Special emphasis on Minnesota Bilingual Vocational Training participants.

TEACHING ENGLISH AS A SECOND LANGUAGE

Language acquisition and general teaching methodologies are explored as vocational staff members become acquainted with the specific teaching techniques and materials appropriate to second-language learning.

General topics covered include:

Nature of language
Language learning in childhood, adolescence and adulthood
Differences between first and second language learning
Interference caused by first language
Levels of language
Relationship of language capability to literacy
Language norms.

More specific learning English-as-a-second-language topics include:

ESL for Spanish-speaking vocational students
Teaching pronunciation
Teaching grammar
Reinforcement and practice techniques
Specialized vocabulary
Materials
Testing and evaluation
Maintaining fluency and comprehension
Individualizing instruction
Resources available
Cultural dimensions in language learning

INTAKE/ASSESSMENT PROCESS (see over-all process chart):

The student assessment process for the Minnesota Bilingual Vocational Training Project links the student with the four basic skill components of the Bilingual Pre-Vocational Training Course -- according to the needs identified in the intake interview. It was noted that the Latino students

in the MBVPP exhibited the following six characteristics which had been identified by the Vocational Advisory Services in dealing with Latinos in post secondary programs:

1. Apprehension regarding ability to succeed in post-secondary vocational programs;
2. Uncertainty about vocational goals;
3. Inability to identify vocational choices
4. Limited math, communication, and reading skills (reading level generally limited to 2.0 to 7.0 grade level, while most vocational programs require 8.0 to 9.0 grade level);
5. Limited financial resources;
6. Limited accessibility to vocational programs due to lack of adequate public and private transportation.

To provide accurate information for assessment, each individual completed an application form with the assistance of a Job Specialist. Then this information was studied to determine each person's particualr needs in these four areas:

1. Guidance necessary for individual and family members;
2. Financial assessment, considering the resources of both the individual and other agencies;
3. Educational assessment, considering the person's capabilities in such areas as reading, math, and general communication skills, adult basic education, and english as a second language, and work experience.
4. Work experience.

After the applicant completed the initial application form, the Job Specialist ascertained whether the individual, in order to succeed in a vocational-technical education program, would enter a basic skills and/or vocational program. In the areas of personal and family guidance , and/or financial assessment, the Job Specialist utilized existing resources to assist the individual.

The Unit Staff Will:

1. Maintain Job portfolios and worker files.

2. Maintain Job Data Bank that includes:

   a. Occupational Opportunities from the Minnesota Department of Employment Services.

   b. Occupational opportunities from participating industries such as Control Data, Honeywell, Northwestern Bill, 3M, etc.

   c. Occupational opportunities through personnel contacts.

The occupational opportunities are forworded to the Project Director's office where each position is qualified before referral. Support Staff is utilized to provide a bilingual format for each position listed. New job listings are provided on a bi-weekly basis, with daily up-dating.

The unit staff provides entry level interviews to prospective individuals. This interview is utilized to help each individual determine what type of occupational opportunities he or she should seek.

Upon request selected testing is done to help focus on an individual's vocational interests and general aptitudes for occupations. These tests include:

a. Minnesota Vocational Interest Inventory (MVII)

b. California Occupational Preference Survey (COPS)

c. Differential Aptitude Test (DAT)

d. Scholastic College and Ability Tests (SCAT)

e. Ohio Vocational Interest Survey (OVIS)

In addition career information is made available through such sources as:

a. The occupational Outlook Handbook Dictionary

b. Dictionary of Occupational Titles, Volume I and II

c. Encyclopedia of Career and Vocational Guidance, Vol. I and II

d. Federal Career Directory

Once a determination has been made as to the occupational choice, the unit staff helps the individual complete the necessary application forms for each company selected. Thereupon the Unit staff contacts the company for an interview appointment time. The data for the interview is given to the individual on a referral card for each company personnel office. The self addressed card is filled out and returned to the project office for filing and notification.

Should the individual need or request Vocational Training or Retraining the Unit staff provides area vocational technical institute forms and program information. In addition, the unit staff will contact the prospective school to properly pre-arrange contacts for the individual.

Those individuals specifically seeking vocational training or retraininf Are provided with information and area vocational -technical institute forms for program. The Unit will utilize case Service Managers in the Metro area vocational schools for accessibility to programs. Those individuals entering an area vocational-technical institute are followed up by the Project director's office on a systematic basis.

The Unit staff endeavors to seek out community resource materials, people and agencies. The data will be tabulated and synthesized for distribution in a bilingual format. The synthesized data will be made available to people seeking these resources. In addition, the data will be utilized in coordination among people and agencies in assisting individuals with career decisions.

Brochures, pamphlets and data on available vocational training and retraining within the state of Minnesota are gathered and tabulated. This data will be provided in a bilingual format for all concerned agencies and individuals. Vocational training and retraining information will include both private and public institutions.

The Unit staff has a vocational guidance tool, a Bilingual View (Vocational Information for Education and Work) to provide localized, up-to-date occupational information in relating school programs and subject matter content to the world of work.

RESULTS AND ACCOMPLISHMENTS

Since the Minnesota Bilingual Vocational Training Project was funded in July of 1975, 558 un-or-under-employed, Spanish dominant Latinos have applied for technical training.

Only two percent of these individuals were employed or enrolled in school. Fewer than 28 percent had graduated from high school, and their average grade equivalent score in both English and mathematics was the fifth grade level. The average age of the applicants was 26 years. The average length of time out of school was 12 years. Fewer than three percent had any previous job training.

More than 400 of the applicants have participated, at least to some extent, in this project's programs. More than 73 percent are now either employed or have decided to continue their education, a percent change of +3550. Forty-eight (48) of these Latinos now have earned General Educational Development high school equivalency diplomas. The average mathematics and English language grade levels of the Pre-Vocational Preparatory Program participants has increased 1.6 years per school quarter.

Now, the Minnesota Bilingual Vocational Training Project has become as regular state vocational program, having proven itself a cost-effective solution to the otherwise unmet educational needs of Minnesota's Latino residents, and will, in fact, soon expand to serve Indochinese Refugees, too.

The program successfully met the objectives set forth in the inital proposal and then proceeded to expand.

Goal Number 1: To increase awareness of and knowledge about the opportunities in the state of Minnesota to persons in Spanish-speaking communities.

Accomplishment: Extensive contacts, more than 400 in total, as well as interviews with individuals, have been made with the Spanish-speaking communities throughout the St. Paul-Minneapolis Metro area, the Red River Valley, and the Austin-Albert Lea areas, to dramatize the availability of bilingual vocational training opportunities in fields where subsequent employment potential is high.

This extensive publicity campaign has included spot announcements in area radio stations (KSJN, KUOM, etc.), numerous staff interviews and advertisements in newspapers (Minneapolis TRIBUNE, St. Paul DISPATCH, LA VOZ, West Side VOICE, Summit-University FREE-PRESS, Austin HERALD, and Albert Lea TRIBUNE), periodic articles and updated in educational, social-service and social action newsletters having an appropriate distribution (Migrants In Action, Chicano Federation, community action programs, area vocational-technical institutions, public school districts, etc.), promotional booklets and posters and also direct informational meetings and discussions with neighborhood centers, high schools, Migrants in Action, Minnesota Migrant Council, Minnesota Chicano Federation, University of Minnesota Chicano Studies Department, the Governor's Office of Spanish-Speaking Affairs, the State Legislature, Minnesota State Department of Education's Vocational Advisory Services, the State Department of Correctional Institutions and others.

In addition, a wide variety of materials have been published in both English and Spanish. These include recruitment posters and letters, descriptive brochures, the program newsletter and translations of Vocational Technical Education literature, including a section of the St. Paul T.V.I. catalog.

Goal Number 2: To provide to members of the Spanish-speaking community, information concerning all available post-secondary vocational-technical training and re-training opportunities within Minnesota and to assist those who need help in availing themselves of such training opportunities.

Accomplishment: The Minnesota Bilingual Vocational Training Project has planned, coordinated and participated in three Career Expo Fairs where Latino and other minority recruiters of major area commercial and industrial firms as well as service and training institutions, explain current job prospects and predict future possibilities, and the experience, education or training needed to obtain the positions.

School children and high school students are conducted through the fairs. They are also open to the general public. The MBVTP staff mans a booth to recruit Latino vocational students.

Hundreds of industries and thousands of students have participated in these Latino community Career Expo Fairs. The MBVTP also manned a booth at the Minnesota State Fair in order to increase exposure and recruitment.

Special liaison groups have been developed with area labor unions, coordinated through St. Paul T.V.I.'s program advisory committees, to assure that the vocational programs train students for fields where jobs will be available, and provide to the students the instruction that will enable them to obtain jobs. The Job Specialists and Director have joined the Mid-west Job Opportunities for Latinos.

Workshops have been organized to train counselors, instructors, and recruiters who will work with Latinos, and also to inform these professionals as well as community organizations and Latino individuals about the Minnesota Bilingual Vocational Training Project.

All project publicity and information is available in both English and Spanish to assure that the target communities are really aware of the opportunities available to them.

That this recruitment effort has been successful can be seen from the fact that 558 non-traditional Latinos have applied, and more than 400 have actually participated in this program's activities.

Goal Number 3: To provide a comprehensive program of guidance and counseling to those persons in the Spanish-speaking community who are at juncture points in their career development and are in need of such services.

Accomplishment: The Minnesota Bilingual Vocational Training Project has developed extensive intake interviewing and pre-testing procedures to assure that all applicants -- even those in need of services other than vocational training -- are able to obtain the services that their need, interests and abilities indicate.

More than 95 percent of the 558 applicants have been interviewed, tested and counseled, with more than 400 actually enrolling in program activities.

Project "job specialists", actually support, resource and counseling specialists, handle these functions.

Description of intake activities:

Since this project is based on a demonstrated need within the Latino community for vocational education, intake of appropriate candidates for training is a major responsibility. The intake interview must inform the candidate of what the project offers in terms of vocational training and financial support, and allow the interviewer to assess candidates entry skills (reading, math), seriousness of vocational choice, and financial status. During the first month, there was little specific definition as to categories. However, after a large (70&) number of initial interviews, it was decided to use the Gates Test of Oral Vocabulary for reading, the Wide Range Achievement Test for math, and CETA criteria for financial assistance.

Using these guidelines made the intake interview much more valuable as a pre-participation activity. The amount of paper to be filled out for each candidate, plus testing time, necessitated fairly lengthy interviews and revealed that nearly all candidates (109 out of 111) interviewed through December of 1975 lacked the reading and math skill (8.0 grade level, depending on vocational field) to survive in vocational programs; hence staff members took on the responsibility ot provide remedial instruction.

While contact with AVTI staff was minimal at first, it has steadily increased as the number of students in vocational programs has increased. One difficulty was that project staff knew few counselors at any institute except St. Paul T.V.I., thus making rapid placement at other metro area schools more difficult. Although limited to two private facilities, contact with non-public institutes has been favorable so far. Contacts with the Vocational Advisory Services were useful but limited, since there was at first no V.A.S. staff member based close to the project.

There was and is daily contact with various service agencies also involved with project participants, principally Migrants in Action and the Welfare Department (both the General Assistance and Aide to Families with Dependent Children programs). These agencies refer clients and do follow-up on participants. Other agencies referring candidates are Ramsey Actinn Program, West Side Employment Office, Ramsey County probation officers and Adult Basic Educatinn Centers. Nearly all contact is made by telephone rather than correspondence because of the time factor involved.

Most contacts with the Latino community come from agencies that deal with Latinos; however, there have been a significant number of applicants from relatives of students already in the program. Contact with the business community has been based on placing graduated students and upgrading skills of current employees.

Special training workshops have been designed and conducted to enable non-Latino recruiters and counselors to be able to work more effectively with the project's Latino students. Project staff have attended workshops and conferences to improve their own knowledge of financial aids and special needs resources.

Numerous contacts have been made with private training institutions as well as the 33 state-wide Area Vocational Technical Institutions to enroll MBVTP students in the program of their choice.

Site visits to typical industrial and commercial employers have been conducted with project participants to help them focus in on their personal vocational goals and training needs.

Staff members have proven themselves so competent, they have been assigned as counselors to other students in a number of different vocational areas at St. Paul T.V.I. that are not related to the Bilingual Program.

Goal Number 4: To provide remedial assistance in basic educational skills to persons preparing to enter post-secondary vocational-technical programs, beginning students, and students currently enrolled in the first or second year of their program.

Accomplishment: Since, as has been described, the average grade level equivalency in English and math of MBVTP applicants is 3 to 4 years below the minimum entry level to vocational programs in Minnesota, and since although they are Spanish dominant, (only five percent of the students are literate in Spanish), an extensive and constantly expanding Pre-Vocational Preparatory Program has been a central facet of the project's success.

Originally, instruction at all levels of reading and math was envisioned as part of the project. During the first month of the project, instruction at the early elementary (through 2.0) grade levels was handled jointly by the metro area staff members, with the more advanced students being sent to the Special Communications and Special math classes available at St. Paul T.V.I. It was soon obvious that the large number of applicants would make it difficult to handle all instructional needs on site, and so other support staff were hired. After six weeks of instruction, it was decided that one staff member assume both the basic math and English classes, with the other developing sessions in vocational awareness.

At first there was difficulty in finding classroom space in an already-crowded institute; at this time, there is sufficient space. Slightly more complicated was the problem of materials, for there were several factors -- lack of lead time between intake of candidates in terms of formal education and language abilities, the need for consumable workbook-type materials and the lack of some locally available -- which made locating and obtaining materials through the usual channel (a six-to-eight week proposition at best, about 17% of the time of a one-year project) an obstacle at first. Also many materials imported from Spanish speaking countries were unsuitable to give candidates with little or no reading ability. This difficulty in finding appropriate materials applied only to those very basic level classes started by project staff members, for students in the special classes benefitted from the excellent materials available there. At this point, a satisfactory English book has been found. For the math class, worksheets are composed as needed.

Class attendance is an area which incluenced the pace of instruction greatly, and because attendance was sporadic during the first months of the project (average 75%, or 888 student class hours attended out of a possible 1188 or so), classroom instruction in basic skills was somewhat hampered. Initially the large (25&) class size allowed little individual attention, by the smaller number of students (13) now in the basic classes, make it more profitable and far more individualized.

The schedule of instruction during the first year was: Morning--basic math, taught in Spanish, from 9:00 to 10:00 a.m.; English as a Second Language from 10:00 to 12:00, with as much emphasis on individual tutoring during class as possible. Originally discipline was a problem, for many students, generally those who were younger (17 to 25 or so) were so unused to concentrating in a school atmosphere that they could not get used to doing so for a month to six weeks and were consistently late or absent. In the afternoons, there were three hours of vocational-cultural awareness. The discussions on vocational topics are combined with work on individual learning kits.

With an increase in bilingual instructional staff members, course offerings were also increased.

Two levels of vocational English for Spanish-speaking were held

daily for three to four hours for each class. Bilingual math and science were taught daily, using a highly individualized methodology. Additional new courses included: Bilingual Secretarial Language I and II; Bilingual Clerical Remedial; Vocational Remedial; Bilingual Auto Shop; Bilingual Reading I and II; Bilingual G.E.D. Prep; Bilingual Business English; Bilingual Business Machines; Bilingual Business Math, Bilingual Office Procedures; Bilingual Typing and Filing; Bilingual Data Processing; Bilingual Business Principals and Management; Bilingual Keypunch' Bilingual Personal Dynamics; and Bilingual Accounting, and General Office Procedure; Bilingual Vocational Cultural Awareness and Career Exploration courses.

Goal Number 5: To provide support services of the Spanish-speaking community in these situations in which the retention or continuation of the student in the program is in jeopardy.

Accomplishment: To facilitate the training and provide support services of bilingual vocational students, several tutoring projects were initiated.

Peer tutors, the top students in each program of study, were hired to tutor, in conjunction with regular vocational instructors, the participants who required additional study.

Technical Bilingual Tutor/Interpreters were hired and trained so as a pilot program it could be hopefully federally funded.

Modeled after St. Paul T.V.I.'s successful Vocational Program for Deaf Students, interpreters of this experimental pilot project determined:

1. Training needed for tutor/interpreter
2. Inservice requirements for cooperating regular vocational staff
3. Logistics arrangements needed for tutoring and for training
4. Personal qualifications and experience needed by tutor/interpreter trainees
5. Most successful student/tutor ratios
6. Best instructional methodologies to pursue
7. Extend of limited English-speaking vocational problems --whether they concern mostly technical vocabulary or technical concept development.

These Technical Bilingual Tutor/Interpreters served the limited English-speaking Latino vocational students by:

--tutoring these students in the technical English of their chosen study areas;
--tutoring the students to help them develop technical concepts in their fields; and
--translating into their native language, and explaining the

directions and instructions given by regular English-speaking vocational instructors for limited English-speaking students unable to comprehend the English (technical language) of shop and laboratory (not classroom where it would be a distraction) situations.

While the pre-program grade level equavalency averaged 5.5 in English, and 5.7 in math, results from pre-vocational Prep Program participants were 7.2 in English and 7.5 in math. The overall average increase is 1.6 grade equivalents per student per quarter. Unfortunately, the pilot program was not funded by the federal government and the Technical-Tutor Program was discontinued.

While the Minnesota State Department of Education's Vocational-Technical Education Division provides excellent support services to vocational students in general, the non-traiditional, limited English-speaking Latino students require additional services.

The very low economic status of most prospective Latino Vocational students, plus the fact that the individuals most in need of vocational training are also the providers for families much larger than the average Minnesota family, creates the most intensive need.

For this reason, the Minnesota Bilingual Vocational Training Project's original proposal requested, and received, funds earmarked for student stipends.

When federal officials determined that stipends should no longer be taken from Part J funds, a number of students left the program looking for work. Most of those who left, nearly 11 percent of the total number of participants, moved without leaving a new address, and thus contact was lost.

Project staff members worked closely, with the Minnesota Migrant Council and Migrants In Action, to provide some financial support for migrants and recently settled-out migrants, but their funding could not be used for Pre-Vocational Preparatory Program students. Most project participants require Pre-Vocational preparation.

CETA funds are used whenever their residency and other requirements are met. Staff members also utilize Basic Educational Opportunity Grants, for which most students qualify, state tuition waivers and community scholarship funds. The staff regularly attend financial aids workshops to remain cognizant of all possible funding sources, and the proper procedures for obtaining these student aids.

Goal Number 6: To develop and implement a procedure for systematically assessing the nature and needs of persons in the Spanish-speaking communities for post-secondary vocational-technical training and re-training.

Accomplishment: MBVTP staff members developed, in conjunction with St. Paul T.V.I., special Machine Tool Process, Welding and Health preparatory and exploratory programs..

MBVTP's multi-faceted approach to assessing Latino educational needs include:

1. Constant personal contact with individuals, community organizations, high school counselors, employers and unions;

2. Permanent liaison with State Vocational Advisory Services and Special Needs Divisions;

3. Collaboration with community organizations conducting Latino needs assessments;

4. Statistical analysis of program participants;

5. Analysis and up-dating of census data for Latinos in Minnesota;

6. Contact with St. Paul Public Schools Bilingual-Bicultural Education Program to determine needs and desires of the ex-participants.

Goal Number 7: To provide a job-readiness training program designed for students completing programs, persons changing jobs, and those adults seeking to enter or re-enter the job market.

Accomplishments: The Minnesota Area Vocational Technical Institutes offer nearly 500 career training programs and hundreds of re-training and job up-dating courses. These programs, all of which are available to all bilingual vocational students, have been developed in conjunction with industry, commerce and unions to provide appropriate training in fields where jobs are available. The AVTI graduate is almost always employed in a field for which he or she has been trained (97 percent).

Latino students are able to succeed in these programs because the Minnesota Bilingual Training Project offers them Pre-Vocational Preparatory courses, Occupational Language and Mathematics courses, Vocational Cultural Awareness courses, Career Exploration courses and Bilingual Vocational Training courses.

In addition, MBVTP staff members counsel the Latino students at all stages of their training and job seeking, and offer on-site visits to typical industries to make the students even more aware of what is available, and what each career area will entail.

Goal Number 8: To promote a smooth transition between training and the world of work by providing placement and follow-through services to those persons who have achieved their vocational (training) goals.

Accomplishment: A committee formed by the State Division of Vocational-Technical Education's Special Needs Section to evaluate the Minnesota Bilingual Vocational Training Project's programs and to conduct follow-up studies of project students has not yet issued its report.

Preliminary MBVTP data indicates, however, that 75 percent of first-year Latino participants in the Bilingual Vocational Project are either employed or have decided to continue their education. Overall, 71 percent of the participants are either employed or are continuing their education. Compared to two percent employed or in school prior to enrolling in the MBVTP, this is an increase (Δ %) of 3550. Another 13 percent of the participants are currently not employed but this percentage includes those who are pregnant and have dropped out of the work force, and those who have become institutionalized. The others left the program to seek employment when stipends were discontinued, and/or have relocated without leaving a forwarding address.

Goal Number 9: To improve the effectiveness and efficiency of career development efforts and activities among Spanish-speaking individuals by seeking cooperation and coordination among community resources and agencies involved with various efforts, levels and aspects of education.

Accomplishment: Due to the efforts of the Minnesota Bilingual Vocational Training Project and the agencies with which it has been working -- such as Ramsey Action Program, Comprehensive Employment Training Act, St. Paul Bilingual-Bicultural Education Program, St. Paul Career Education Department, various public school career and adult education centers, etc. -- career education for Spanish heritage individuals has become a standard facet of the educational system.

Career Expo Fairs, featuring films, demonstrations, industrial and other employment booths and role models for Latino students, have become annual affairs in the Spanish-speaking community.

The Bilingual Career Exploration classes offered by the Minnesota Bilingual Vocational Training Project have been very successful in making Latino applicants aware of various occupational fields, training required for them, and duties and responsibilities involved.

Beginning with interest inventories, the students begin their probing of their abilities, values and aspirations. Career planning follows, and includes extensive individual vocational counseling. Options available for study within Technical, Trade and Industrial, Business and Clerical, Health, and Service vocational clusters are then explored, utilizing persons from business and industry as well as vocational instructors and counselors. Individual exploration resources available at T.V.I. and area career centers are utilized. Employees, employers and instructors in each vocational cluster make presentations to and answer questions from Latino students.

EVALUATION

The number and characteristics of persons interviewed, trained, and employed through the services of the Minnesota Bilingual Vocational Training Project provide valuable objective data by which the project can be evaluated. In addition to these facts, Project staff and Advisory Committee members also felt it wise to survey the subjective elements that form such an important part of an effective training program. To do so, the attached process evaluation was devised, and the results offer useful data regarding the range and type of services rendered by the Minnesota Bilingual Vocational Training Project.

The process evaluation consists of seven questionnaires which were devised by William Axtell, student in the Department of Vocational Technical Education at the Univereity of Minnesota, in consultation with Dr. Brandon Smith of the Research Coordinating Unit (RCU) of this department. The questionnaires were then revised by project staff members Mary McGroarty, Francisco Rivera, and Roberto Acosta and duplicated for use. Following is a list of the questionnaires constructed. The questionnaires do not, of course, measure every possible dimension of the program; it was decided to limit them to those relationship which were most crucial to the success of the Minnesota Bilingual Vocational Training Project in view of its goals of preparing latino students system.

I. Instruments Used

The seven questionnaires employed to evaluate the most important aspects of the project were these:

1. Vocational Instructors Evaluation of Student
2. Related Instructor's (e.g. English, English as a Second Language, Math) Evaluation of Student
3. Student's Evaluation of Vocational Instruction
4. Student's Evaluation of Related or Preparatory Instruction
5. Vocational Administrator's/Counselor's Evaluation of Project
6. Student's Evaluation of Own Performance
7. Student's Evaluation of Project Staff

It is obvious that his evaluation was student-centered, with four of the seven instruments representing the student's appraisal of various program components, including the students self-appraisal. Two questionnaires represent the instructors who worked with project participants, and one instrument was used for those who work with the project in administrative roles.

II. Administration of Evaluation Instruments

All but one of the questionnaires were distributed to the students and staff at St. Paul TVI, the projects main office. Some student/staff questionnaires were sent to 916 (White Bear Lake Vocational School) as well.

Questionnaires one (1) and two (2) were distributed to the instructional staff during the last two weeks of May, and the first week of June, 1976.

Questionnaires three (3), four (4), six (6), and seven (7) were given to the students during the same time period.

Questionnarie five (5) was mailed to all Minnesota AVTI's during the third week of May, with replies being returned up until the end of June. Hence, all questionnaires show a year-end view of the projects first year of operation. Results were then compiled, and results are shown on the attached tally forms.

III. Results of Each Questionnaire

The results of each questionnaire are presented breifly below:

1. Questionnaire #1 (Vocational Instructor's Questionnaire)

Number of replies: 18

Results: Most vocational instructors were satisfied with students performance and rated student's performance as generally good. Vocational instructors gave students high marks in inter-personal relationships, noting that they had positive attitudes toward the school. Areas where from 20 to 30% of the students needed improvement were regular attendance, punctuality, completing class tasks on time. Comments from vocational instructors emphasize the need for more pre-vocational training in math, English, and reading skills.

2. Questionnaire #2 (Related/preparatory Instructor's Evaluation of student)

Number of Replies: 37

These instructors rated students as satisfactory in the areas of getting along with the instructor and other students, but more of these teachers noted the need for improvement in the areas of punctual and regular class attendance, completion and retention of learning tasks. These instructors, many of whom work in the areas of language skills, noted that just over half of the students had difficulty with written material in English. Suggestions made included need for basic skills competency before entering business classes and more intensive counseling with each student to help the student make wise vocational choices.

3. Questionnaire #3 (Student's Evaluation of Vocational Instruction)

Number of replies: 24

Students rated their vocational instruction very highly, assenting

unanimously to the instructor's ability to explain the vocational area well.. While nearly all said the reading material was useful and interesting, it was not always easy for the students. In the student's perception, most instructors provided complete occupational information on matters ranging from jobs and wage scaled to getting along with supervisors and other workers. Comments were uniformly favorable and included a request for "a Mexican instructor so we can be proud of our nationality."

4. Questionnaire #4 (Student's Evaluation of Related/Preparatory Instruction)

Number of Replies: 16

Students agreed that related and preparatory instructors presented the subject well, were easy to talk to, and could explain the subject well. The reading matter used in such courses was rated as holding attention easily, being clearly written, and serving the purpose for which it was intended. Students noted that related instructors did not necessary help them in selecting a career or filling job or school applications; however, all related classes were described as helping the student communicate better with others. Comments included the fact that these courses had helped students develop better study and communication habits. The Spanish dominat students were likewise satisfied with basic level instruction, but expressed the need for a bilingual class in reading so that students who were at anintermediate level in English could more readily understand directions in class and avoid embarrassment. All of these students were enthusiastic about the English class and expressed a desire to learn perfect Engish.

5. Vocational Administrator/Counselor's Evaluation of Project

Number of Replies: 30

Eighty percent of the statewide sample contacted were aware of the Project. All persons contacted said they would be willing to admit Latinos, and two thirds said they had contacted staff members of the program; staff members were correctly identified by nine respondents but another eight identified as profect staff do not in fact work with this project but in other types of minority/special need programs within vocational education, a fact which suggests that there is some confusion as to the nature and scope of the project. Administrators noted the need for more contact with vocational schools; two requested more supplementary support in the areas of English, reading, and math. Also, one noted that in that particular area (medium city) there was a more acute need for services to Vietnamese rather than Latinos.

6. Questionnaire #6 (Student's Self-Appraisal)

Number of Replies: 34

Nearly all students agreed that their courses were worthwhile that they got along well with the instructor and with other student, and that the course had helped them learn more vocational skills and more about pollible occupations. Over ten percent of those responding noted that they did not always come on time and that the reading was difficult. Asked what they would do without the Bilingual Training Project, five answers "work" three "look for another training program", and one- "stay loose."

7. Questionnaire #7 (Student's Evaluation of Staff)

Number of Replies: 28

Students had positive attitudes toward the staff, saying that staff was responsive to needs, available when needed, and able to assist in relating a vocational-program. Area of staff assistance mentioned most often were personal help, financial help, and agency referral. Half of those students who quanlified the number of times per month they talked to staff said that the number of conversations was nine or more.

Areas where the stud ents expressed need for more information included jobs (3 students), reading and reference material in Spanish (2 students), and housing and day care (1 student each).

IV. Summary

As one administrator wrote, the general feeling expressed by most of those who participated in the project was "a good beginning--let's continue." The greatest student needs in terms of skills are in the areas of reading English and doing math, areas in which both students and teachers noticed the need for more preparatory and tutorial work. In terms of performance, the critical areas are need for daily class attendance, a need noticed by all instructors, and the need for punctuality which both students and instructors expressed. From and administrative point of view, the need for closer school contact was most often mentioned as the means for making the project more effective.

The vast majority of respondents were generally satisfied with the first year performance and hoped that the project would continue, to, as one student said, to offer " a chance for more students."

Further evaluation of the program will come with the follow-up of the participants the fact that many of the students (oner 70%) who participated are now off the welfare syndrome and employed is in itself and evaluation.

SUMMARY AND CONCLUSIONS

Equalizing vocational-technical education opportunities for minority groups became a priority in Minnesota in 1972 when state AFL-CIO convention delegates noting that minority students represented only about one-half of one percent of Area Vocational-Technical Institute (AVTI) students, passed a resolution requesting the recruitment of minority and disadvantaged persons into the 33 Minnesota AVTI's.

With the creation of Recruitment Advisory Services at the state level and the assignment of Advisors to locations throughout the state, minority enrollment in vocational-technical training programs has increased 362 percent.

Several related problems surfaced, however, dealing mainly with the placement and retention of the nearly 50,000 Hispanic persons currently estimated to permanently reside in Minnesota.

As profiled by the 1970 census, these "Latinos" are much more under-or unemployed, far less well-educated, and much more likely to have below-poverty incomes than the average Minnesotan. In a state that is predominantly white and English-speaking, the Latinos are neither.

Census statistics indicated the Minnesota Latino to be:
--10 times less likely than the average Minnesotan to graduate from high school, and more than six times more likely to have completed NO schooling;
--nearly two times more likely to be unemployed than the average Minnesotan, with a 75 percent probability of having no vocational training, and probably with work experience only as an unskilled or semi-skilled laborer.

The 56 percent of Minnesota's Latinos more than 15 years old was found by the Census to be occupied as follows:

Not employed	24.5%
Employed Professional	10.7%
Employed non-professional	40.8%
In the Armed Forces	0.7%
Inmates	0.6%
Enrolled in school	10.9%
Female, with own children under 18 years old	11.9%

Among these Latinos are an estimated 4,600 recently "settled-out" migrant agricultural laborers, about 48 percent of the number that social service and social action agency personnel claim have attempted to settle out.

Unemployment is very high, nearly 100 percent during the first six months and continuing at a rate higher than even the Latino average, due largely to the migrant's limited-English-speaking ability, and to the lack of non-agricultural work skills.

In addition, a recent survey of two public housing projects, in areas of St. Paul where until recently there had been no Spanigh language population discovered 71 Latino families, averaging 4.89 members each:

First settled in Ramsey County during the past 4 years	81.0%
Spanish dominant	88.0%
Aged 18 or older	40.0%
Receiving food stamps	62.0%

Hispanic vocational staff members noted that many of their Latino clients shared a number of characteristics that hindered success in regular vocational

technical training programs:

1. Apprehension about their ability to succeed in vocational programs.
2. Uncertainty about vocational goals and inability to identify occupational areas other than those in which members of their families are employed.
3. Limited math and English-reading skills. Functional grade-level equivalents average 6.5 for long time residents in the area, and 4.3 for settled-out migrants, while typical vocational programs are organized for the 9.0 to 10.0 level.
4. Limited financial resources. Most Latino students recruited have been unemployed, welfare recipients, and qualified for Basic Educational Opportunity Grants and/or Comprehensive Employment Training Act programs.
5. Limited access to vocational programs due to lack of public or private transportation especially in the Twin Cities Metro area.
6. Limited literacy in Spanish, as well as in English.
7. Inability to devote long periods of time to training programs, due to all the above characteristics, especially financial limitations.
8. Need for personal counseling and support services to retain recruited Latinos.

Organized in September, 1975, to facilitate the vocational training of limited English-speaking Latinos, the Minnesota Bilingual Vocational Training Project (MBVTP) was centered at St. Paul Technical-Vocational Institute, with additional staff members in the Red River Valley and in the southeastern counties. After the first 18 months of operation, state-wide Latino vocational student enrollment had increased 68 percent.

To equalize vocational education opportunities for Minnesota's chronically unemployed, under-employed and educationally disadvantaged, limited English-

speaking Latinos, MBVTP's activities included:

1. Increasing Latino awareness of all possible occupational areas;
2. Facilitating Latino admission into the training program of their choice;
3. Remaining cognizant of the special characteristics that have previously precented Latinos from succeeding in AVTI's and providing them with the counseling and special support services that will enable Latinos to utilize existing training facilities and resources, thus insuring not only their recruitment, but also their successful completion of the program and subsequent job placement; and
4. Mainstreaming the successful MBVTP into regular state programming within two years.

State equal educational opportunity guidelines mandate that each student be enrolled in the career field of his or her own choosing. The very wide variety of careers the Latinos were interested in, and their low literacy rate in Spanish as well as in English, plus the desire that any training lead to increased Latino employability, precluded the creation of only a few training courses that would be conducted by bilingual-bicultural instructors.

Instead, MBVTP initiated an innovative and cost-effective educational model to train the educationally and economically disadvantaged, limited English-speaking Latino in his or her own choice of career areas and to do so in existing vocational-technical training facilities.

During the first three months of its existence, the bilingual office interviewed more than 300 prospective students, a number of whom, due primarily to their need for immediate employment, were not really interested in a long-term training program. The simple fact that more than 300 Latinos applied for admission in such a short period of time, when little publicity had been

conducted, is, in itself, an indication of need.

During the 2 years that MBVYP has existed, more than 500 limited English-speaking Latinos have applied, more than 330 have been enrolled, 160 have entered Preparatory Programs, and nearly 200 have begun vocational training. So far, 48 of these Latino vocational and pre-vocational students have also earned GEDs, and more than 40 have successfully completed vocational training programs.

Currently, MBVTP bilingually teaches vocational skills for occupations not requiring high English proficiency; identified new employment opportunities for limited English-speaking Latinos as well as developing programs for promotion within existing employment situations; offers bilingual counseling, vocational exploration and placement services, and designs and offers programs to increase the English-speaking ability of Latino vocational students.

In addition, MBVTP coordinated bilingual special services for limited English-speaking persons admitted to regular vocational training programs, and its bilingual job specialists recruit Latino students, provide referral for needed resources and services, assist with registration and program selection, and locate financial aids.

Even the successful MBVTP efforts in the St. Paul-Minneapolis area and in the southeastern counties, and its cooperative efforts with the state Division of Vocational-Technical Education's Recruitment Advisory Services, and with Minnesota Migrant Council personnel throughout the state have not been able to resolve all Latino vocational training problems. Problematical situations that still exist include:

1. Bilingual-bicultural and E. S. L. instruction has greatly increased Latino skill levels in English and mathematics. English instruction must, however, strive for the teaching of basic competence in a wide variety of general situations. The technical English required

for each of the wide variety of training areas cannot be adequately taught in a general class, and in fact, divorced from the situation in which the technical language is utilized, would mean little to the students;

2. Each of the 33 area vocational-technical institutes around the state does not offer the complete range of specialized training areas, but, rather, concentrates on the needs and priorities of its own geographical area. A student, therefore, may be enrolled in a AVTI far from his or her own home area in order to take advantage of special programs not available elsewhere. In the case of the limited English-speaking Latino student, this move may also isolate him or her from available bilingual help and services;
3. Because of Minnesota being largely white and English-speaking, Latinos, who are not, must be competent in the technical English of their chosen vocational area in order to secure employment;
4. Many prospective Latino students, having developed survival-level English skills on the streets, and having financial obligations that preclude lengthy training courses, could take advantage of the short, intensive courses offered by the AVTI's to meet specific but limited job entrance needs if "on-the-job" technical lenguage tutoring were available;
5. A number of Latino vocational students across the state experience difficulty in practical shop and laboratory sessions, due to not understanding specific, technical instructions, either because of the lack of knowledge of technical vocabulary in English, or because of lack of development of certain basic technical concepts;
6. Space and personnel limitations limit Preparatory Program size, and therefore, access to vocational-technical education to a small percentage of the limited English-speaking Latinos who apply.

Lack of an efficient and economical language aquisition and reinforcement system has hindered the enrollment of limited English-speakers in area vocational-technical institutes distant from MBVTP's St. Paul and Austin Preparatory Centers.

Experimental projects during the past several years have shown that Indochinese refugees and other language minority groups can best be helped to master technical English when language acquisition is combined with "on-the-job" classroom vocational practice, when the words and the concepts the words represent are explained, used and practiced in their proper situational context.

Thus, Technical Bilingual Tutor/Interpreters are needed to serve the limited English-speaking Latino vocational students by:

--tutoring these students in the technical English or their chosen career study areas;

--tutoring the students to help them develop technical concepts in their fields; and

--translating into their native language, and explaining, the directions and instructions given by regular English-speaking vocational instructors for limited English-speaking students unable to comprehend the English (technical language) of shop laboratory (not classroom where it would be a distraction.)

Striving to coordinate activities closely with related state vocational services and programs, MBVYP will continue to intensify pre-vocational and support services for limited English-speaking Latino students to increase their access to vocational training programs throughout the state.

Encouraging the mainstreaming of limited English-speaking students into existing vocational training programs and facilities is seen by Community Advisory Committee members, MBVTP and Vocational Special Needs staff, and by

the students themselves as crucial, since competence in English and with majority cultural mores is a requisite for nearly all employment opportunities in Minnesota.

Widely recognized by employers and labor alike as excellent, Minnesota's vocational-technical education system is flexible, responsive and highly adaptable, making it the best, and the most efficient method of meeting the short-term training needs and the long-term employability needs of Minnesota's limited English-speaking population.

Largest of the states' 33 area vocational-technical institutes, both in terms of course offerings and students enrolled, St. Paul TVI is administered by the St. Paul Board of Education. More than 40 career training programs are currently offered to more than 2,600 day students, with more than 15,000 evening school students studying in excess of 450 individual courses.

Course offerings include all those in technical, trade, business and service areas, courses that are:

--short and intensive, to meet specific but limited job entrance or promotion needs;

--extensive, in terms of time and content, to meet the needs of beginning or experienced workers for jobs demanding a high degree of skill and technical knowledge; or

--broad, in terms of technical content, with emphasis on complementary subject matter.

The MBVTP staff, together with the Advisory Committee, have concluded that potential participants in the project should meet certain criteria. It has been observed that the MBVTP students currently succeeding in vocational programs display certain common characteristics; they average 22 years of age, have completed 10 years or more of school, and have been

employed within two years prior to entering the project. In addition, they possess such unquantifiable traits such as motivation to learn and sincere desires for vocational training.

With this experience in mind, the project will concentrate on recruting students who meet these criteria:

1. Participants must be Spanish-surnamed persons or persons of Latino heritage who are of limited English-speaking ability.
2. Participants must be at least 17 years of age.
3. Participants must be in good health, that is, able to work steadily.
4. Participants must have completed elementary school, either in the United States or in another country.
5. Participants must be literate in English and/or Spanish, and also be able to do simple arithmetical operations.

Because ability to perform well in an environment such as a vocational institute or a work situation depends on a certain extent of previous experiences within a study situation, preference will be given to candidates who have completed nine or more years of education. Two years of military service or work experience could be substituted for some formal education.

Because of the Minnesota AVTI's offer of a high quality program of vocational training, persons who are not able to read, or write in any language, or who cannot do simple arithmetic (simple arithmetic here is defined as the ability to add, subtract, multiply, and divide three digit numbers; approximately third to fourth grade level), would lack the skills necessary to stay in any vocational training program at an AVTI and survive in any semi-skilled or skilled work situation in the state, unless extensive support services were continuously provided.

Since each student learns at a different rate, even intensive courses such

as the classes that form part of the prevocational preparatory program cannot be expected to produce more than the five years in grade-level growth which would be necessary for some students to enter vocational training, it would be impractical to try to service all students with no basic skills. Therefore, preference will be given to candidates who meet certain basic skill requirements:

> A reading level of 4.0 grade level, as measured by the Gates Test of Oral Vocabulary.
>
> A mathematics performance level of 4.0 as measured by the Jastak Wide Range Achievement Test (WRAT), math section, forms I and II

Recruting participants with these characteristics will allow the MBVTP to do an effective job in the pre-vocational program, by helping the student who is borderline in terms of ability to participate in vocational training to attain the basic skill level, self-knowledge, and self-confidence needed to survive in mainstream vocational programs. Also, project participants will thus be enabled to enter any of the more than 450 vocational courses, ranging from 6 to 20 months (24 to 80 weeks), offered by the Minnesota AVTI system. The MBVTP will concentrate on vocational preparatory skills for the Latino student and in so doing furnish a type of service available no where else in the state's educational system. This critical function is apparent in the statements received from other post-secondary programs and community agencies which service the Latino population. Having completed two years of work with these cooperating programs and agencies, the project is in an excellent position to provide the target population with effective, culturally and linguistically compatable support to insure not only entry into, but, also successful compldtion, of vocational training.

The Minnesota Bilingual Vocational Project wishes to thank all the persons responsible for the tremendous amount of work that went into the first two years of the program. The list would be too long to publish but we are none-the-less, grateful to all of you who helped us. Thank you!

FORM APPROVED, O.M.B. NO. 51-R1052

OUTLINE FOR PROGRAM PERFORMANCE REPORTS
VOCATIONAL AND EDUCATION PROFESSIONS DEVELOPMENT ACT (EPDA) PROGRAMS

1. PROJECT NO.: 13.558
2. GRANT NO.: 1-J-75
3. TITLE OF PROJECT: Minnesota Bilingual Vocational Training Program
4. GRANTEE ORGANIZATION: Part J Voc. Ed. Act
5. PROJECT DIRECTOR: ~~State Voc. Ed. Div.~~ Mel Johnson/ Program Planning
6. PERIOD COVERED: FROM P July 1, 1975 TO Dec. 31, 1976

7. ACCOMPLISHMENTS (including significant findings) DURING THIS PERIOD. (Key to approved project objectives. For training programs, include progress made toward placement of trainees and institutionalization of programs.)

71% of participants were trained and/or placed in job related to their training. The MN State Dept. of Education has continued funding for two years more and is very likely to become categorical.

8. MAJOR ACTIVITIES AND EVENTS.

1. Vocational Training
2. Pre-vocational Training
3. Counseling for Retention
4. Programing
5. Financial Assistance
6. Job Placement

9. PROBLEMS.* (Describe any departures, including timing, from the original project plan; discuss special problems encountered or expected.)

The program was extended with left over money for another 6 months. The State Dept. continued the program for an additional 6 months. The stipe however, were terminated causing a percentage of the students to drop o

10. PUBLICITY ACTIVITIES.* (Itemize all newspaper or magazine articles or other published materials about your project. A copy of each item should be attached. List all visits to the project site by educators from other organizations.)

Twin Cities Area Newspapers - Radio Stations - Local Chicano Radio and Newspapers.

11. DISSEMINATION ACTIVITIES.* (Describe method of dissemination; identify recipients of dissemination activities.)

All 33 MN T.V.I. - State-wide Chicano Organizations - All State Dept. Personnnel involved with Voc. Ed. - through letters and Communication Media.

12. PROGRESS ON DATA COLLECTION AND EVALUATION PLANS AND PROCEDURES.*

Major survey taken in spring. Follow-up of placed students in 60 day intervals as required by new funding source.

13. OTHER ACTIVITIES.*

Workshops
In-service training
Reorganization of T.V.I. to include Project staff
Career Fairs

14. STAFF EMPLOYMENT AND UTILIZATION.* (Note any changes in staff personnel or staffing plans by additions, departures, or revisi of percentage of time or other commitments to the project.)

All according to Project Proposal revision and extension-in conjunct with 6 month State Dept. of Voc. Ed. Grant. Teachers: Voc. 3, Prep. Job Specialists:4 Director:1 position (3 persons) Sec: 1 position (3 persons)

15. STAFF DEVELOPMENT.* (Describe any inservice training for teachers, counselors, and supervisors and any other activities of a profe nature for project staff.)

2 E.S.L. workshops
Counseling workshop
Spanish for TVI staff workshop
Attended Special Needs worksh
4 weeks training period.
Out-State Visits. NABE Confer
Other on site visits.

* IF THERE IS NOTHING TO REPORT IN THIS SECTION, WRITE N/A.

F. Trojo
mfg.

235 MARSHALL AVENUE, ST. PAUL, MINNESOTA 55102 (612) 227-9121

February 17, 1977

Mr. William Bocklund
State Dept. of Education
Division of Voc. Tech. Educ.
Capitol Square Bldg., 550 Cedar St.
St. Paul, MN 55101

Dear Mr. Bocklund:

Attached are final expenditure reports and related workpapers for our Bilingual Vocational grant for the period July 1975 through December 1976. A copy has also been sent to Finance for final payment.

Accounting records are available to fully support the expenditures, as reported.

Sincerely,

Ronald Zaudke
Business Manager
St. Paul TVI

RZ/dk
att.

Independent Schoo

STATE OF MINNESOTA - DEPARTMENT OF EDUCATION

FISCAL SERVICES SECTION

FINANCIAL STATUS REPORT

1. Project Title: Part J Voc Ed Bilingual

2. State Project No: 1-J-75

1. Name and Address of Grantee Organization: ISD 625 / St Paul TVI, 360 Colborne, St Paul, Minn 55102

3. Project Funds Appr: 355630

4. Final Report: [x] Yes [ ] No

5. Source of Funds: Part J, Voc Ed Act

6. Project Period (Month, Day, Year): FROM 7 1 75 TO 12 31 76

7. Report Period (Month, Day, Year): FROM 7 1 76 TO 12 31 76

8. Status of Funds	PROGRAMS - FUNCTIONS - ACTIVITIES (1)	(2)	(3)	(4)	(5)	(6) Total
a. Total outlays previously reported	251464.56					
b. Total program outlays this period	104165.44					
c. LESS Program income credits	-					
d. Net program outlays this period	104165.44					
e. Total program outlay to date	355630.00					
f. LESS Non-Federal share of program outlays	0					
g. Total Federal share of program outlays	355630.00					
h. Total unpaid obligations	- 0 -					
i. LESS Non-Federal share of unpaid obligations	- 0 -					
j. Federal share of unpaid obligations	- 0 -					
k. Total Federal share of outlays and unpaid obligations	355630.00					
l. Total Federal funds authorized	355630.00					
m. Unobligated balance of Federal funds	- 0 -					

9. Indirect Expense a. Type of Rate (Mark box): [x] Restricted [ ] Unrestricted

b. Rate: 74 3.0

c. Base: 33,343.33

e. Federal Share

10. Certification - I certify that to the best of my knowledge and belief this report is correct and complete and that all outlays and unpaid obligations are for the purpose set forth in the grant award documents.

Name: G. [illegible] Title: Supt

Signature of Authorized Official: George C. [illegible]

Telephone: Area Code [illegible] Number [illegible] Ext

Date Report is Submitted: 2-17-77

See reverse side for instructions

Report [illegible]
Rec'd [illegible]
227 [illegible] 75

STATE OF MINNESOTA - DEPARTMENT OF EDUCATION
FISCAL SERVICES DIVISION
COMPLETION REPORT

581

Co. Code	Applicant Code No.	Phase Code

Program Code

1. ☐ Program for children in low income areas ESEA I
2. ☐ Special incentive grants - Part B
3. ☐ Special grants for urban and rural schools - Part C
4. ☐ Title III ESEA
5. ☐ Title VI Part B E.H.A.
6. ☑ Other Funds Specify Bilingual Voc Ed Pro, Part J

STATE PROJECT NO. 1-J-75

SECTION I - ☐ Preliminary ☑ Final

TOTAL ANNUAL EXPENDITURES FOR THE PROGRAM *(checked above)*

	ACCOUNT NUMBER	EXPENDITURE ACCOUNTS	AMOUNT APPROVED	EXPENDITURES PROGRAM FUNDS	EXPENDITURES OTHER FUNDS (Local)
			$	$	$
DIRECT COSTS	1. 100	Administration			
	2. 200 Instruction	a. Salaries for Instruction	129273	134090.20	
		b. Staff Travel			
		c. Inservice Education			
		d. Text Books	11108	9089.53	
		e. Audiovisual Materials			
		f. School Library Books and all other Library Expenses			
		g. Teaching Supplies and all other Expenses for Instruction	183343	182061.22	
	3. 300	Attendance Services			
	4. 400	Health Services			
	5. 500	Pupil Transportation Services			
	6. 600	Operation of Plant	1500.	929.87	
	7. 700	Maintenance of Plant			
	8. 800	Fixed Charges	19427	19456.06	
	9. 900	Food Services			
	10. 1000	Student Body Activities			
	11. 1100	Community Services			
	12.	SUBTOTAL *(Sum of lines 1 thru 11)*	344658	345626.88	
	13. 1200 Capital Outlay	a. Construction *(sites, buildings, and remodeling)* 1210 and 1220a, b, and c			
		b. Instructional Equipment 1230C (1) Educational Television			
		b. Instructional Equipment 1230C (2) Audiovisual			
		b. Instructional Equipment 1230C (3) All other Instructional Equipment			
		c. All non-instructional Equipment - 1230 except C			
	14.	SUBTOTAL *(Sum of lines 13a, b, and c)*			
	15.	SUBTOTAL DIRECT COSTS *(Sum of lines 12 and 14)*			
	16.	INDIRECT COSTS	10995.9	10003.12	
	17.	GRAND TOTAL	$ 355630.00	$ 355630.00	$

76

...incurred obligations for all costs incurred for Fiscal Year ending June 30,

SECTION 2 - SUMMARY OF FEDERAL CASH FOR PROJECT	AMOUNTS
Total Federal Funds Received	$ 311464.56
2. Total Federal Funds Disbursed	$ 355630.00
3. Federal Funds on Hand (Line 1 minus Line 2)	$ <45165.44>
4. Outstanding Obligations	$ -0-
5. Federal Funds Received But Not Needed (Line 3 minus Line 4)	$ -0-

SECTION 3.

Name of Grantee Organization: ISD 625/ St Paul TVI

Street No and Name: 360 Colborne

City: St Paul State: Minn Zip Code: 55102

CERTIFICATION - I certify that to the best of my knowledge and belief this report is true in all respects and that all disbursements have been made for the purposes and conditions of the grants.

Name: G P Young Title: Supt

Signature of Authorized Official: George P. Young

Date Report is Submitted: 2-17-77

TELEPHONE

Area Code	Number	Extension

INSTRUCTIONS: Prepare a separate "Completion Report" for each program approved. Check only one box to identify the program being reported. Submit original and one copy to Fiscal Services Section, State Department of Education, 7th Floor, Capitol Square Building, St. Paul, Mn. 55101.

DUE: 90 days following close of Project Period. If all transactions are not complete within 90 day period indicate under type of report when final report will be submitted.

Section I: Amount approved is budget breakdown as it appears on the approved project plus addendums or amendments.

Expenditures are disbursements plus any unpaid obligations. Total should equal (Item K Financial Status report)

Indirect costs Total expenditures less capital outlay X approved rate. If no rate has been approved Indirect Cost are not allowed.

Expenditures (Other Funds) Disbursements Charged to this Project other than program funds (line F financal status report)

Section II: Item 1 - Total cash received for reporting program

Item 2 - Total cash disbursed (Item (g) financial status report)

Item 4 - Unpaid obligations - Preliminary report should equal line (j) Financial Status report. Final report this item will be zero.

IX.TEST SCORES BY GRADE LEVELS

WRAT LEVEL I
MATH ONLY

GRADE	'75-'76	'76-'77
1	0	0
2	6	5
3	16	22
4	29	23
5	53	43
6	26	19
7	22	17
8	13	9
9	4	3
10	7	1
11	3	1
12	6	3
13	2	1
14	2	2
15	1	0

75-76 65% applicants were given the WRAT I
AVERAGE SCORE:5.9

76-77 68% applicants were given the WRAT I
AVERAGE SCORE:5.2

WRAT LEVEL II
MATH ONLY

GRADE	'75-'76	'76-'77
1	0	1
2	6	16
3	29	30
4	31	25
5	32	24
6	45	32
7	16	12
8	9	2
9	6	3
10	3	4
11	5	0
12	2	1
13	1	0
14	1	0
15	0	0

75-76 64% applicants were given the WRAT II
AVERAGE SCORE:5.5

76-77 69% Applicants were given the WRAT II
AVERAGE SCORE:4.7

GATES TEST
FORMS I&II

GRADE	'75-76	'76-'77
2	20	19
3	5	18
4	18	10
5	33	20
6	50	28
7	33	12
8	15	9
9	15	4
10	12	4
11	4	1
12	2	0
13	0	0

75-76 71% applicants were tested on GATES I-II
AVERAGE SCORE:6.1

76-77 57% applicants were tested on GATES I-II
AVERAGE SCORE:5.1

A-1

MINNESOTA BILINGUAL VOCATIONAL TRAINING PROJECT

1.

VOCATIONAL INSTRUCTOR'S QUESTIONNAIRE

STUDENT NAME _____

Please answer the following questions as honestly as possible.

Please check one

I. Does the student:	YES	NO
1. come to class regularly?		
2. come to class on time?		
3. have the English verbal skills necessary to understand the material in class?		
4. have an interest in the occupation?		
5. complete assigned tasks accurately?		
6. complete assigned tasks on time?		
7. retain what is learned in class?		
8. have difficulty reading the assigned material?		
9. appear to possess the aptitude necessary to comprehend the skills in this occupation?		
10. appear to be the type of person who can succeed in the occupation?		
11. appear to have a good attitude towards the school?		
12. appear to have a good attitude towards the chosen occupation?		
13. dress in an acceptable manner?		
14. complete homework assignments (if any) to your satisfaction?		
15. get along well with you as an instructor?		
16. get along well with other students in the course?		
17. score average or above on written tests?		

1.

In summary, rate the following qualities

	GOOD	FAIR	POOR
1. Attitude			
2. Performance			
3. Technical Skills			
4. Communication (oral) Skills			
5. Reading Skills			
6. Math Skills			
7. General Overall Rating			

II. If you have an A through F grading system, what grade do you expect the student to achieve at the end of the term?_____

_____

_____

_____

_____

_____

III. How could the Bilingual Project be changed to provide the student with better preparation for your vocational area?_____

_____

_____

_____

_____

_____

IV. Comments on the Bilingual Project:_____

_____

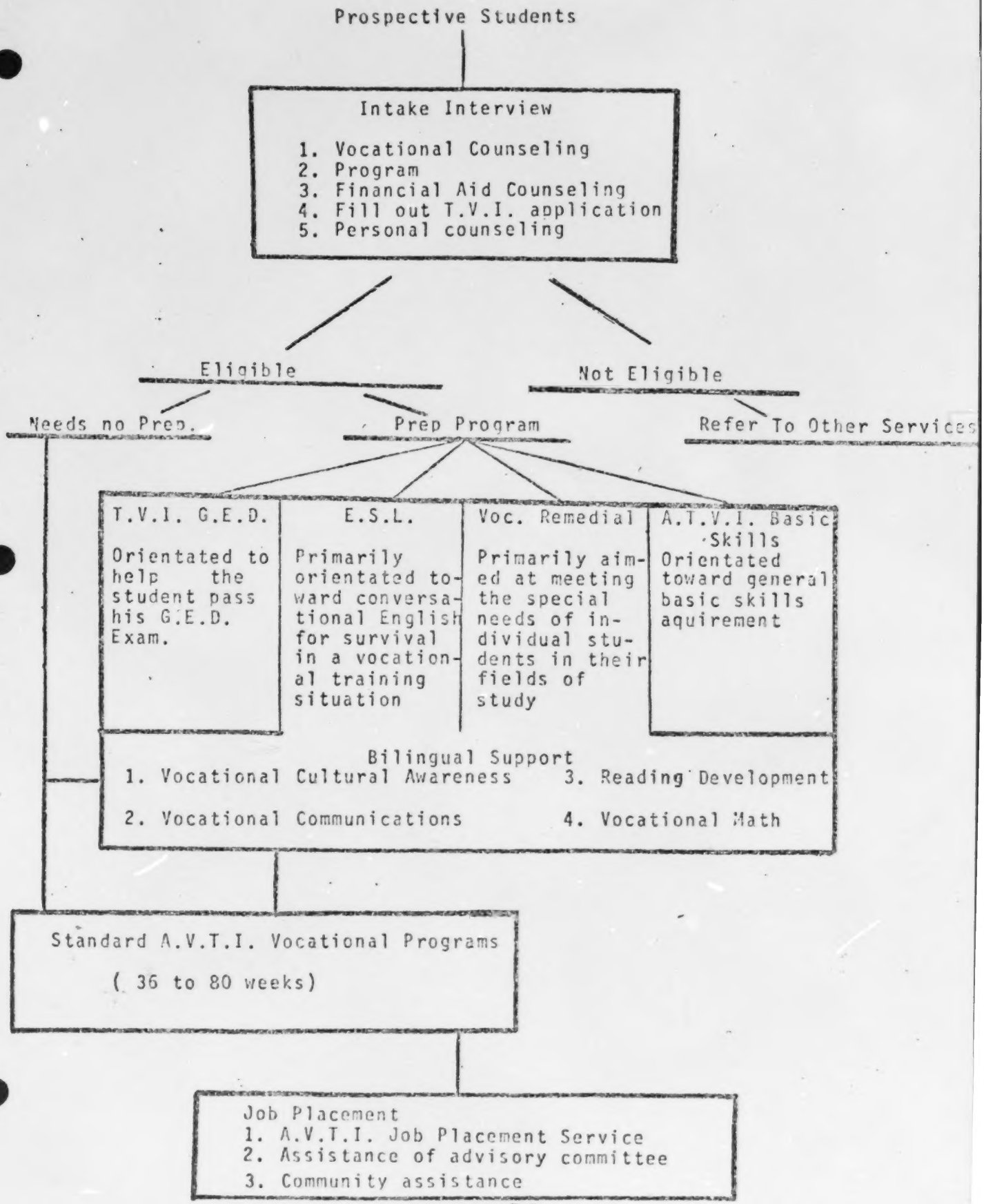
_____

_____

_____

_____

Minnesota Bilingual Vocational Training Project



Program Request
Bilingual

Instructor: R. Acosta/H. Boddy

Course No.	Course Name	HR.	CR.	RM.
8-06-108	Career Explor.		2	
Bridget Aldaraca				
8-06-122	Sec. Lang. II	1-4	12	435
Darrell Dewar				
8-06-112	Math	5,7	3	109, 435
8-06-132	Eng. II	3,4,6	3	423,109,423
8-06-142	Voc. Rem.	8	3	109
Judy Gold				
8-06-121	Sec. Lang. I	1-4	12	410
Heidi Noun				
8-06-111	Math I	3,5,7	3	109,423,109
8-06-131	Eng. I	4,6	3	423,109
8-06-141	Cler. Rem.	2	3	109
Gordy Sorenson				
8-06-301	Auto Shop I	5,8	9	Skill Center

A-5

Program Request
Bilingual

Instructor: R. Acosta/H. Boddy

Course No.	Course Name	HR.	CR.	RM.
8-06-108	Career Explor.		2	
Bridget Aldaraca				
8-06-122	Sec. Lang. II	1-4	12	435
Darrell Dewar				
8-06-112	Math	5,7	3	109, 435
8-06-132	Eng. II	3,4,6	3	423,109,423
8-06-142	Voc. Rem.	8	3	109
Judy Gold				
8-06-121	Sec. Lang. I	1-4	12	410
Heidi Noun				
8-06-111	Math I	3,5,7	3	109,423,109
8-06-131	Eng. I	4,6	3	423,109
8-06-141	Cler. Rem.	2	3	109
Gordy Sorenson				
8-06-301	Auto Shop I	5,8	9	Skill Center

A-5

Instructor: Carmen Mag

Course No.

8-06-201
8-06-202
8-06-211
8-06-212
8-06-213
8-06-221
8-06-222
8-06-231
8-06-232
8-06-233
8-06-234
8-06-241
8-06-242
8-06-243
8-06-250

MEMO

TO: Dr. James Phillips, Assistant Superintendent
Secondary Learning Centers

FROM: Mary McGroarty, Acting Director
Minnesota Bilingual Vocational Training Project

RE: Auto Mechanics Course at 731 Raymond

DATE: April 13, 1976

As I told you on the phone yesterday, the Minnesota Bilingual Vocational Training Project is interested in setting up a short-term course in auto mechanics at the 731 Raymond facility. We would like to use this facility because there is more time available there than there is in the shop at St. Paul TVI before June 30, the termination date for the current project period.

Here is the basic information about the course:

A. Type of Course

The course will be a basic course in auto mechanics, including tune-up, brake work, tire change, and simple muffler repair, designed to give students who complete it entry level skills for employment in auto service establishments.

B. Type of STudent

Students will be current project participants who are male(so far, at least, no women have shown an interest), 18 years of age or over, and Spanish language dominant.

C. Number of Students

There will be approximately 10 students.

D. Dates of Course

The course will run on two successive schedules in order to accomodate the students' other classes and the space available from now through June 30.

The daily schedules will be:

1. April 26-- June 4, 1986 4 hours daily
   Monday through Friday
   total: 30 sessions, 120 hours

2. June 7--June 30, 1976 6 hours daily
   Monday through Friday
   total: 18 sessions, 108 hours

COURSE TOTAL: 48 sessions, 228 hours

E. Instructors for Course

The two instructors now at Raymond, Gordy Sorenson and George Bachelder, are willing to work on the above schedule. Also, our project is prepared to supply a bilingual teacher assistant to avoid language problems. All instructional personnel would be paid from budget 002-990-581-060, the Minnesota Bilingual Vocational Training Project category for hourly instructional personnel.

F. Tools for Course

The project will order and pay for 1 set of tools for every 2 students, or 5 sets in all. The cost will be paid from 002-990-581-499, the project budget category for student support services. After the course, the tools will become property of the project.

G. Supplies for Course

Necessary consumable supplies such as rags, grease, etc. will also be paid from our budget for student support services, 002-990-581-499.

H. Other Costs of Course

All other expenses connected with the course such as space, electricity, water, and custodial and security services will be considered part of District 625's in-kind contribution to this project.

I. Transportation for Students

We are working with Mr. Ballas of the District Office to get an estimate on round trip bus transportation from St. Paul TVI to Raymond and back. Bus service will also come out of 002-990-581-499, our budget for student support services.

I am working with J.F. Kuzniar, a TVI Coordinator, in planning the course. We have talked to Kent Vanmeter at Raymond and Harry Falk of the Learning Centers; both feel the course is feasible but asked me to check with you.

Please let me know if you need any other information. We will be happy to provide it, for we are anxious to make all arrangements as soon as possible.

Thanks you for your cooperation.

:mmcg

cc: R. Davoli
G. Nelson
C. Simmer
J. Kuzniar
H. Falk
K. Vanmeter
D. Gunderson

MINNESOTA BILINGUAL VOCATIONAL TRAINING PROJECT

Southern Region

Nino Perez

I. Evaluation of Postion

A. Total contacts - number - 40

1. Agency Contacts:

a. CETA (Fairmont Office) - Pat Cruit
(Owatonna Office) - Jane Saunders
Carl Griffin
Mary Kenou

b. Minn. Migrant Council - (St. James Office) - Mary Wellman
(Blooming Prairie Office) - Norberto Perez
(Renville Office) - Tom Saxton

c. Social Security - (Austin Office) - Mary Francis Jones, Regional Director

d. Mower County Welfare - Dorothy Schulz
Judy McNallan

e. Cedar Valley Rehabilitation Center - Ken Norstrud

f. Cedar Valley Day Activity Center - Bev Lexton

g. Information & Referral Service - Mower County - Ron Payton

h. Sheriff Dept. - Blooming Prairie - Meritt

i. Manpower Job Service - (Hollandale) - Archie Johnson
(Austin) - Paulson & Smith

j. Austin Police Dept. - Sgt. Ed Tuchek

k. Veteran Service Officer - Chet Cottingham
Greta Kraushaar

l. D.V.R. - (Austin) - Bob Dickenson
Sheryl Lesch
(Faribault) - Peter Rutherford

m. Mental Health - Mower County - Larry Mier
Jerry Lilja

n. Vocational Advisory Services - Charles H. Alvarez

o. Red Cross - Opal Rabideau

2. Educational Agencies

a. Austin AVTI - Administrative - Morton Carney
Don Ingram
Ervin Rickheim
Lowell Johnson
Department Supervisors

b. Albert Lea AVTI - Administrative - Wayne Broeker
Gene Biever
Mrs. Bue
Cecil Mullholland
Department Supervisors

c. Mankato AVTI - Administrative - Frank Kalin
Les Schneider
R. Singlestad
Mr. Finch

d. Faribault AVTI - Administrative - Ray Fruend
Gene McDermitt
Don Olson

e. Austin School District - Richard Trumble (Superintendent)
Mary Hanson (Public Relations)
Ted Hinrichs (Psycologist)
Nina Roche (Social Worker)

3. Community Contacts
   a. LuLacs - Art Zanora - Albert Lea
   b. Christian Education Center - Pat Piper
   c. Austin Chamber of Commerce
   d. VAC Task Force - Carol Haun
   e. Luella Galstad - Senior Citizens Center
4. Political Contacts
   a. Congressman Hagedorn
5. Industry & Business Contacts
   a. Earl McGee - IBM Equal Opportunity Programs Manager
   b. Owatonna Tool Company
   c. Hormel Institute - Dr. Holman
   d. Hormel Plant - Steve Feuerhak
6. Individual Contacts
   a. Bill Michaels - Essence - KAAL TV
   b. Susie Richardson - News - KAAL TV
   c. Ross Boyd - KQAQ Radio
   d. Norberto Perez - Community Leader
   e. Denny Gilgenbach - Herald Newspaper

B. Class Schedule - Weekly
1. Tuesday 2:30 - 4:30 P.M. Tutoring (one to one)
   a. Six students (average attendance)
   b. Provide technical tutoring in areas students are experiencing difficulty related to their course of study
   c. Provide tutoring in basic skills and in communication skills (language)
   d. Materials used are:
      1. Reading for Understanding (SRA)
      2. Dimensions (SRA)
         Manpower and Natural Resources
      3. Occupational Exploration Kit (SRA)
      4. Business Mathematics Syllabus (Albert Lea AVTI instructor developed this material)
      5. Visual Aids and sound equipment aids are used when available
2. Thursday 2:30 - 4:30 P.M. Rap Session (group sessions)
   a. Twelve students (average attendance)
   b. Topics include:
      1. Family counseling
      2. Educational counseling
      3. Career counseling
      4. Self evaluation
      5. Special Needs of students
      6. Cultural awareness
      7. Awareness of prejudicial and discriminatory attitudes
      8. Exploring and facing the harsh and unfair practices affecting minorities in the job market and in the community itself
      9. General information (anything else anyone wishes to discuss)

10. Pooling and sharing information
c. Visual aids & speakers are used on occasion

C. Correspondence
1. General Correspondence - Miscellaneous correspondence for information, requests, clarifications, and committments.
2. Standing Mailing Lists - Agency, individual, industry and business, social and community (organizations), educational, political contacts. (see Section I, sub-section A of this report).
3. Maintain an active mailing list with all contacts. Periodic and regular exchange of correspondence sustaining the relationship of cooperation between MBVTP and contacts.

D. Community Contacts
1. LuLacs - contacted them through President of organization in Albert Lea. They are the social community organization for Mexican-Americans in Albert Lea.
2. Norberto Perez - through Minnesota Migrant Council Office in Owatonna. He is the community leader in the Blooming Prairie area for the Mexican-American population. He is also involved with the migrant community in the southern part of the state.

E. The Institution, The State, The System
1. Initial contact was made with Austin, Albert Lea, Faribault, Mankato, Rochester, and Winona. All of the afore-mentioned AVTIs are in need of the MBVTP services. However, due to the limitation of authorized travel and available manpower, and in order to avoid ineffectual token service to a wide area, I limited my active services to an area encompassing the following AVTIs:
    a. Austin
    b. Albert Lea
    c. Faribault
    d. Mankato

    The above area is known as the Active Service Area. However, I extended my services on a limited basis to those areas not mentioned above, but within the bounderies of the southern part of the state.

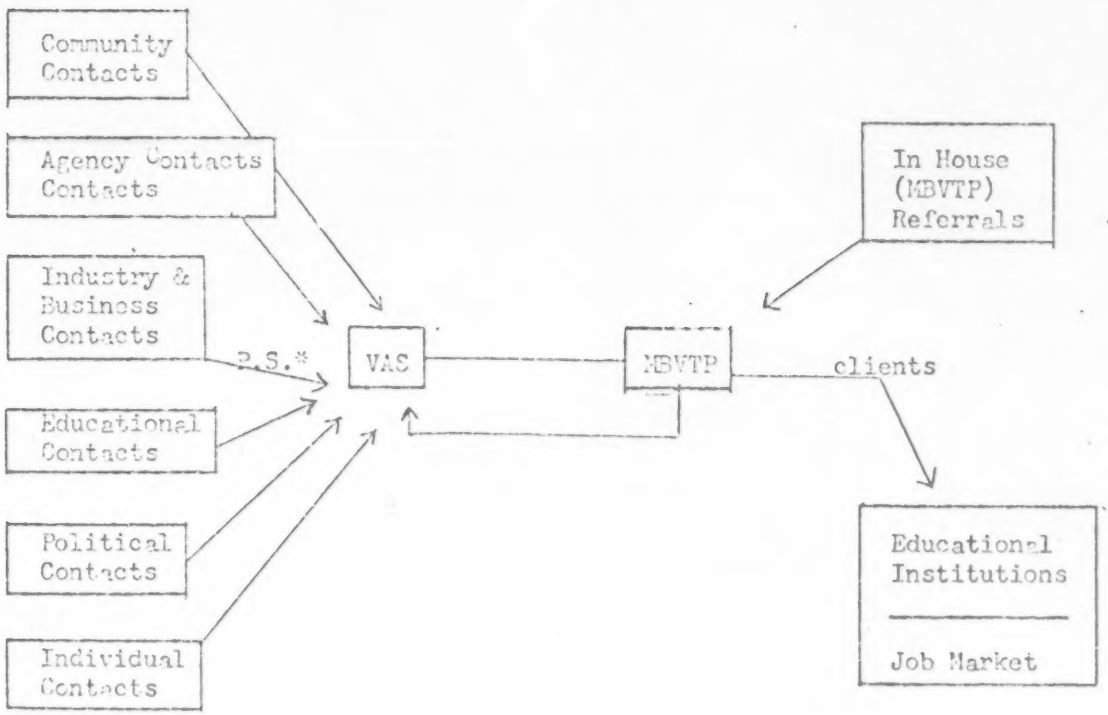
    The MBVTP has a good working relationship with the AVTIs in the southern part of the state. Some to a greater degree due to location and other factors. The following referral system is applicable to the active service area described earlier.
2. Referral System within the AVTI
    a. Established Communication lines between MBVTP (job specialist) and:
        1. Administrative Staff in AVTI to include the following:
            a. Director
            b. Assistant Director
            c. Counselor
            d. Financial Aids Officer

c. Special Needs Coordinator
f. Clerical & Secretarial Staff

2. Department Supervisors and/or Faculty Instructors to include:
   a. Trade and Industrial Programs
   b. Business Programs
   c. Semi-professional Programs

The above system is used to monitor the progress of students and to update my awareness of difficulties students maybe experiencing. By using this referral system to monitor clients of MBVTP I am able to more effectively provide supportive services and other assistance to those in need of them. The instructors and administrative personnel are my sources of information which prove invaluable in keeping MBVTP clients in school to achieve the success they want and need.

My referral system is composed of state, regional, and local institutions. The referral system is illustrated below. The system was set up to effectively facilitate the process flow of clients into the MBVTP. The mutual cooperation of all concerned has made the referral network a functional and producing operation.



*Potential Students

F. Work Load
   1. Recruitment (VAS)
   2. Referral (Initial Assessment)
   3. Assessment/Interview
      a. Evaluation of Educational Level
      b. Determination of capabilities and interests
      c. Career counseling
      d. Orientate client to MBVTP services
   4. Course of Action
      a. Enrollment in AVTI or other educational facility (ABE, ESL, Private)
         1. Orientation of program
         2. Financial Aid - Information Distribution. One to one assistance in application for financial aids
      b. Placement into job market or co-op agreement (½ time job/½ time classroom instruction)
   5. Monitoring
      a. Working relations with instructors (see referral system in AVTI)
         1. Attendance
         2. Progress
         3. Special instruction
         4. Problem situations affecting the student
      b. Working relations with students
         1. Family, personal, and educational counseling and advise
         2. Rap session
         3. Individual awareness of:
            a. Why things are done the way they are
            b. Encouragement and promotion of education to retain interest and progress of student
            c. Financial counseling and source information for additional financial assistance
   6. Placement
      a. Assist AVTI counselor with student job placement
      b. Assist in interview with industry
      c. Use referral system to refer students for potential employment with industry and business contacts (employers)
   7. Withdrawals and Drops from Educational Institutions
      a. Refer to other agencies
      b. Assist in securing employment
      c. Counsel to determine possibility of re-entry into educational institution

II. Schedule
   A. Local and area site visits
      1. Austin, Albert Lea, Faribault, Mankato, Hollandale, Blooming Prairie, Owatonna, St. James, Madelia, Fairmont and smaller surrounding areas. For specific contacts in the above areas refer to "number of contacts", Section I, sub-section A in this report.

B. The following time schedule is used for planning my itenerary and is flexible
   1. Monday - Site visit Albert Lea in the morning (1day). The afternoon is open and unless scheduled for a site visit, it will be spent in Austin.
   2. Tuesday - initially used to establish and maintain communications with all contacts. Morning used for follow up on referrals and established contacts. The afternoon is reserved for tutoring class (see setion I, sub-section B in this report). Part of afternoon also used for disposition of pending referrals.
   3. Wednesday - Site visits to Faribault and/or Mankato if necessary. Otherwise, will remain in Austin.
   4. Thursday - Site visit Albert Lea - morning. Austin - afternoon rap session.
   5. Friday - open all day for areas outside the Austin - Albert Lea community. If no need for site visit will remain in Austin.

C. Refer to Section I, sub-section B, point 4 in this report for list of materials and aids used.

III. Forecast for next six months

A. Services presently available but need additional improvement and implementation
   1. Transportation allowance needs to be revised. Present policy inadequate. Not enough compensation being made available to clients living outside the immediate area (town or city institution is located in). Present policy does little or nothing to alleviate financial burden of transportation costs for students living 10 miles or more from location of institution.
   2. (ESL) English as a Second Language Program should be developed into a full time program (offered daily in two hour blocks) by MBVTP staff to be used by job specialists in their geopgraphic areas.
   3. MBVTP staff should develope or acquire materials in basic skills and technical skills which are printed in English/Spanish (bilingual). This would include sound materials (tapes in both languages) and audio-visual materials.
   4. Fiscal Agent - Stipend and transportation reimbursement payments to students are habitually late. Accounting system should be improved to the point of eliminating unnecessary time lag in arrival of checks. If present system cannot adjust to eliminate this, then an adequate alternative system should be used.

B. Services needed but not provided
   1. Work Experience, (OJT) On the job training, temporary work in emergency situations (e.g. teacher strikes, bad weather, and any other valid reason which would cause students to miss more than 10 days of school). If these services cannot be provided by MBVTP then an agreement (contractual or otherwise) should be made between MBVTP and CETA so that the latter will be able to provide the afore-mentioned services to MBVTP students in need of them.

   2. Provide for unforseen or unexpected medical emergencies which would prevent student from completing course or would keep student out of school for more than 10 days.

3. Policies, Practices and Responsibilities - need further development, and those that need to be developed
   a. If recruitment is to be a part of the job specialist's duties then adequate travel reimbursement should be available. Also, a set policy governing travel and expenditures should be developed.
   b. More in-service training for job specialists should be utilized. Topics covered would directly relate to MBVTP operationa and to the relationships of MBVTP with federal and/or state agencies and/or organizations. Also, development, improvement, implementation, and information sharing should be more extensively used by the MBVTP staff as a unit and not individually. Staff meetings once a month could cover the latter.
   c. Hand book (manual) should be developed by MBVTP staff which will detail information about the policies, procedures, guidelines of the MBVTP and also probide detailed information about the duties, responsibilities, and general job description of each staff member, primarily the job specialist. This hand book should be available to job specialist and other staff members to use in the performance of their job.
   d. To develop additional contacts in all catagories identified in the report. No limitation, ongoing development plan.
4. Reasons MBVTP representative should be located in southern region of Minnesota
   a. All of the services and responsibilities of MBVTP are provided to Latinos who would have no other source available to them.
   b. Duplication of services has been eliminated due directly to the cooperation of existing agencies in the area to the point where each agency serves the needs of individuals and these services are not duplicated by any other agency. MBVTP has set up this system in order to utilize all available and existing resources while at the same time providing services no other agency is equipped to handle.
   c. The physical location of the MBVTP representative is essential in order to effectively provide the services available to Latinos from MBVTP. Only in this manner is the MBVTP representative able to determine the true needs and supply the services to fill these needs. Any agency in order to be effective must be accessable to the people it serves. This is especially important when the location of an agency is considered. To serve a community and be aware of the communities needs, you must live in that community. Through past experience the following has become very apparent.
      1. When the MBVTP representative is compelled to travel distances exceeding 50 miles, his effectiveness is cut in half. And when the distance exceeds 100 miles his effectiveness is next to nothing. So it is very important to consider who MBVTP wants and needs to serve, where they are, and how to get the services out to them. The experience I've attained in my job here has given me sound guidelines to follow. MBVTP representatives are most effective in a 30 mile radius area. Beyond that distance, the effectiveness is diminished because of time

MINNESOTA BILINGUAL VOCATIONAL TRAINING PROJECT

PROJECT DEVELOPMENT COMMITTEE

SECTION I. MEMBERSHIP

ARTICLE 1. The Project Development Committee shall be appointed in compatibility with federal regulations regarding the Minnesota Bilingual Vocational Training Project.

ARTICLE 2. Members of the Committee shall be appointed by their respective organizations and/or agencies to serve on the committee as their representatives.

ARTICLE 3. The Committee shall be comprised of the following organizations and/or agencies to insure proper delivery of services:

(A) U.S. Office of Education (Liason)
(B) Minnesota State Department of Education - Division of Vocational Education
(C) St. Paul School District (local school agency)
(D) Minnesota Bilingual Vocational Training Project Advisory Committee (Chairperson, Vice-Chairperson, and a member at large)

SECTION II. DUTIES AND RESPONSIBILITIES

ARTICLE 1. To assure continuity and coordination between the Project policy recommendations and implementation.

ARTICLE 2. To assist Project personnel in the assessment of Project resource materials, local media development, and Project materials production.

ARTICLE 3. To assist Project director in determining the value of significant Project changes that would alter the prescribed plan of action.

ARTICLE 4. To assure effective communications are maintained between the U.S. Office of Education, State Department of Education/Division of Vocational Education, Local School District, and the Advisory Committee on all Project additions and/or deletions.

MINNESOTA BILINGUAL VOCATIONAL TRAINING PROJECT

--NOW THAT I AM A MEMBER OF THE ADVISORY COMMITTEE--

The Organization and Functions of Local Advisory Committees

FOREWORD

Our public schools are public property, and not the private possessions of the instructors and officials operating them. The schools are society's device for preparing our youth for useful life as adult citizens. Opportunities for adults to prepare for more competent service should also be present in a school system.

Your school's vocational program is an educational service endeavoring to teach specialized training in a particular field. Specialization requires the assistance of representatives of the particular skill. It is in the capacity of adviser that your aid is solicited.

The success of vocational training depends---to a large extent---upon the help of advisory committees. The material contained herein has been prepared with the hope that it will make committee work easier and more useful to school officials.

PART I - FUNCTION

Individuals who are selected to serve on an advisory committee are chosen because of their proved success in their occupations. True it is that business and civic enterprises make many demands upon your time. The same assets that make a man valuable in commercial and in community affairs qualify him for service on an advisory committee. Every effort will be taken to prevent committee work from using more than its fair share of time.

If it is to do its job properly, the school must have information and advice. Workers, employers, and students alike must understand the philosophy and objectives of the training if they are to profit from the opportunities offered by vocational education. This mutual understanding is needed to enable committee members to cooperate with school agencies attempting to establish an adequate training program based on recognized local needs. It is evident then, that the school, employers and employees all have common interests in promoting, organizing, and operating vocational training classes. The task of an advisory committee is to recognize and protect this common interest.

PART II - RESPONSIBILITIES OF MEMBERS

A. FAMILIARITY WITH VOCATIONAL TRAINING

Of first importance to an advisory committee is complete familiarity with the objectives of the vocational program. This would include the aims and objectives of vocational education. It would be wise, also to become acquainted with the function of the school, the employer, and the employee in each of the vocational training fields.

Members of the committee should study and discuss the regulations relating to the various types of training, including: (1) Co-operative part-time; (2) evening school; (3) part-time extension; (4) day trade; (5) part-time general continuation and (6) apprentice training.

In addition, a study should be made of the occupational training needed in the community. A portion of the study may be based upon the experience and knowledge of the committee members. On the whole, though, it is more satisfactory to use information obtained from a survey made to obtain data such as the following: (1) The number per year of skilled workers needed in your community; (2) the prevailing wages for skilled workers and learners; (3) the number of beginners needed each year; (4) the occupations in which training may be offered; (5) the type of training programs needed and how they should be organized.

B. LOCAL POLICIES

The advisory committee should make and adhere to certain general policies in addition to those stated in the State Plan for Vocational Education. These general policies should be made and interpreted according to local conditions and to deal with items discussed in following paragraphs:

1. Recommend Equipment and Related Study Material

The advisory committee should make a study to determine the equipment and instructional material that will be needed. This is particularly true when a new training program is contemplated.

When the program is already in operation, the committee should determine whether (and when) additional equipment or instructional material is needed to keep training up to date.

2. Estimate the Number of Students to be Trained

In order to keep a balance between the supply and demand for labor, it is important that the advisory committee assist in assembling sufficient data to determine how many students should be trained annually.

Such factors as average turnover and normal growth should be discussed fully, and the decision reached after such discussion should be matters of policy.

3. Evaluate Your School's Vocational Program

The efficiency of the particular program with which the committee is concerned offers another means for determining training policies. Consider such questions as the following:

Do students completing their training course continue in the field of work for which they were trained, and do they receive promotions? Do evening school students demonstrate a better understanding of their jobs and receive promotions? These questions may be answered and further information obtained by considering the following factors:

(a) Does close cooperation exist between industry and school? Are the businessmen of the city willing to allow the school to help solve their employment problems? Do employers and their organizations look with confidence to vocational education for assistance in the solution of their training difficulties? In what way has this cooperation been developed; in what way can it be extended?

(b) Are the students in the program motivated in their career field? Do they average in ability above or below the average of the students in the rest of the school? Is their personal appearance satisfactory? Are they courteous? Do they possess the qualities necessary to become successful employees and good citizens?

(c) Does the vocational training given in your school keep pace with the advancements in business and industry? Is text material and equipment kept up-to-date? Do the instructors keep themselves informed as to the progress of industry?

(d) Does your program enjoy the wholesome respect of all parties concerned? If not, what hampering factors must be removed in order to gain this respect?

4. Review Course Material

The committee should give advice in regard to the subject matter taught in the school. The material must be up-to-date and of direct benefit to students taking the training.

5. Aid in Locating Prospective Vocational Teachers

It is wise for the advisory committee to aid in the selection of instructors. Generally speaking, advisory committees are in a better position to suggest instructors for special classes than are school people.

C. PUBLICITY

One very important function of the advisory committee is to explain to interested parties the objectives and methods used in vocational training programs. Lack of knowledge of the real purpose of vocational training leads people to form false concepts, and decreases the value of the service that can be rendered.

D. ORGANIZATION OF ADVISORY COMMITTEES

No fixed rules are set for the selection and appointment of advisory committee members, and the exact procedure varies in different localities. It is necessary that a general committee be selected so that its members represent community interests generally rather than certain special sections. In most instances the school is represented by the individual responsible for the conduct of the vocational program in which the committee is interested. This member has no vote in committee affairs. Committee members are selected in this manner so that their suggestions will be respected by all groups interested in the community's vocational program.

Each committee should select a chairperson and secretary from its membership, and insist that the latter official keep a full and accurate record of each meeting. Complete records are of particular importance in determining matters of policy.

No specific requirements govern the frequency of meetings. The most common plan is to meet once each quarter during the school year, with called meetings when necessary. The hour and the monthly date of meeting should be set to meet the convenience of the committee members.

PART III - SUMMARY

ADVISORY COMMITTEES

An advisory committee assists, through advice and recommendations in coordinating problems, information, terminology, skills and activities of instruction with business practice. Special advisory committees assist in the development of specific courses. All new and revised programs are prepared with the assistance of an advisory committee.

The advisory committee is a representative group of citizens who assist school representatives in gaining knowledge of adult needs in the community.

BILINGUAL PROJECT NEWS

THE STAFF OF THE BILINGUAL PROJECT WOULD LIKE TO WELCOME ALL THE NEW AND RETURNING STUDENTS TO THE WINTER QUARTER AT TVI.

THE STAFF IS HERE TO SERVE YOU.IF YOU HAVE ANY PROBLEMS PLEASE COME TO SEE US,WE HAVE 3 PEOPLE WHO CAN HELP YOU THEY ARE FRANCISCO RIVERA,ROBERTO ACOSTA AND HELEN BODDY.

****

WE WOULD LIKE TO CONGRATULATE ALL THE STUDENTS WHO HAVE PASSED THEIR G.E.D. EXAMS.WE KNOW THAT THESE STUDENTS STUDIED MANY HOURS TO OBTAIN THEIR DIPLOMA AND WE ARE VERY PROUD OF THEM.WE WOULD ALSO LIKE TO THANK MR.CERELLO FOR HIS WORK WITH THE BILINGUAL STUDENTS.THE STUDENTS WHO GOT THEIR G.E.D. IN THE FALL QUARTER ARE:

JOHN RANGEL	RAMON SALDANA
TONY RODRIGUEZ	ADELINA MIRANDA
ERNESTO GONZALES	MARIA RUIZ
FELIPE ROSADO	ELISA YBARRA

****

ON DECEMBER 3,1976 TWO STUDENTS FROM THE BILINGUAL PROJECT GRADUATED FROM DATA ENTRY.THEY ARE SONIA GARCIA AND MARIA RUIZ.BOTH OF THEM STARTED THE COURSE IN SEPTEMBER.

****

THE PROJECT WILL HAVE A NEWSLETTER AT LEAST ONCE A MONTH. WE INVITE THE BILINGUAL STUDENT TO SUBMIT ARTICLES, POETRY OR ART WORK. PLEASE TALK TO FRANCISCO RIVERA.

****

THE BILINGUAL OFFICE HAS INFORMATION ON JOBS. FOR MORE INFORMATION PLEASE COME IN TO SEE US.

****

PLESE REMEMBER THAT SMOKING IS PERMITTED IN CAFETERIA ONLY . SMOKING IS NOT ALLOWED IN THE BUILDING ENTRY.

****

NOTICIAS DEL PROYECTO BILINGUE

EL PROYECTO BILINGUE LES DESEA LAS BIENVENIDAS PARA TODOS LOS ESTUDIANTES NUEVOS Y TAMBIEN A LOS ESTUDIANTES QUE CONTINUAN PARA OTRO TRIMESTRE.

ESTAMOS AQUI PARA SERVIRLE.SI TIENE PROBLEMAS HABLE CON NUESTROS CONSEJEROS.ELLOS SON FRANCISCO RIVERA,ROBERTO ACOSTA Y HELEN BODDY.

****

QUISIERAMOS FELICITAR A TODOS LOS ESTUDIANTES QUE HAN TOMADO SUS EXAMENES PARA EL G.E.D. SABEMOS QUE ESTOS ALUMNOS ESTUDIARON MUCHAS HORAS PARA OBTENER SU DIPLOMA Y ESTAMOS ORGULLOSOS DE ELLOS.TAMBIEN LE DAMOS GRACIAS A EL SR. CERELLO POR SU TRABAJO CON LOS ESTUDINTES BILINGUES.LOS ESTUDIANTES QUE OBTUVIERON SU G.E.D. EN EL PRIMER TRIMESTRE SON:

JOHN RANGEL	RAMON SALDANA
TONY RODRIGUEZ	ADELINA MIRANDA
ERNESTO GONZALES	MARIA RUIZ
FELIPE ROSADO	ELISA YBARRA

****

DOS ESTUDIANTAS DEL PROYECTO BILINGUE GRUADARON DE DATA ENTRY EL DIA 3 DE DICIEMBRE.ELLAS SON SONIA GARCIA Y MARIA RUIZ.ELLAS EMPEZARON EL CURSO EN SEPTIEMBRE.

****

ESTE NOTICIERO SE VA A PUBLICAR MEMSUALMENTE Y ENVITAMOS AL LOS ESTUDIANTES BILINGUES QUE SUMITAN ARTICULOS,POESIA O ARTE. POR FAVOR HABLE CON FRANCISCO RIVERA.

****

LA OFICIANA BILINGUE TIENE INFORMACION SOBRE EMPLEO Y TRABAJOS. PARA MAS INFORMACION HABLE CON NOSOTROS.

****

RECUERDEN QUE NO SE PERMITE FUMAR EN LA ENTRADA DEL EDIFICIO.SE PERMITE FUMAR SOLAMENTE EN LA CAFETERIA.

****

* Basic skills needed for vocational programs
* Opportunities to enter vocational training programs
* Help in planning your career

* Estudios básicos para entrar a un programa vocacional
* Oportunidades para entrar a un entrenamiento vocacional
* Asistencia en planes para su carrera

LLAME: CALL:

227-9121

MINNESOTA BILINGUAL VOCATIONAL TRAINING PROJECT
ST. PAUL TVI
235 MARSHALL AVENUE
ST. PAUL, MINNESOTA 55104

NEW ADULT DEAF PROGRAM

by Pete Datko

TVI has a new program this year for deaf adults. The Continuing Education for Deaf Adults (C.E.D.A.) is funded by St. Paul TVI, Gallaudet College, Minnesota Foundation for Better Hearing and Speech and the Minnesota Association for the Deaf. The program is chaired by Norma Wells.

The objectives of C.E.D.A. are to provide:

a) A state-wide program.
b) A continuing education program that is employment-related.
c) Education that will improve personal, social, and non-employment skills.
d) Leadership training for the deaf.
e) Special events and workshops for the deaf
f) High school, post secondary, college and university credits towards diplomas, degrees and certificates.

The program's schedule of classes has approximately 35 courses offered throughout the metropolitan area, ranging from leadership courses to yoga to cake decorating.

Approximately 100 people attended the first televised Ford-Carter Debate which was interpreted for the deaf in the TVI Auditorium and, on October 4th, Attorney General Warren Spannaus and Senatorial Nominee Jerry Brekke were the special guests at Political Awareness Night for the deaf sponsored by C.E.D.A.

Norma Wells has done a fine job organizing this program. If you have any suggestions on classes or lectures contact Norma Wells at St. Paul TVI.

"LockerNess" Monster

Mr. Norman Anderson, friend of students, friend of friends and friend of those who have no friends, also locker custodian, has asked that we make mention of a matter which makes sense and maybe dollars to you.

In the event you withdraw from TVI, be sure to remove your books and paraphernalia within the grace period (5 days) or they will be disposed of to the highest bidder. (Not really.)

Anything left in the lockers after the grace period will be collected and sold by MOEA (Minnesota Office Education Association). The proceeds of the sale of such items will help support MOEA activities.

Bilingual Staff Increases

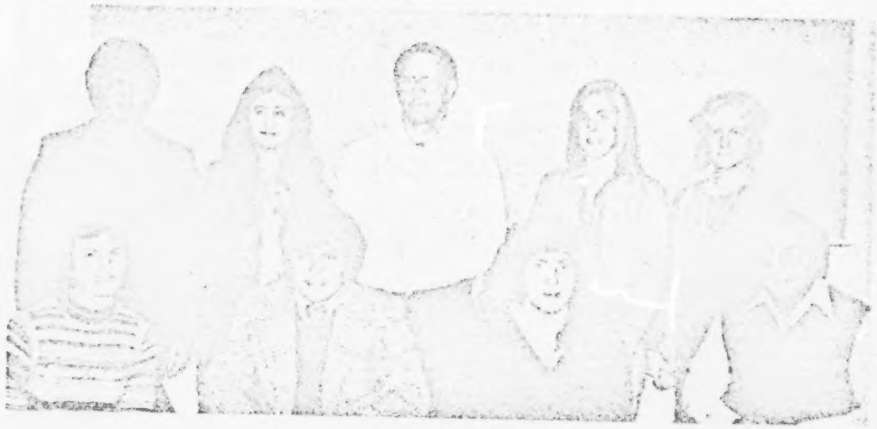
by Steve Meyers

One of the changes here at St. Paul T.V.I. in the past few years is the addition and expansion of the Bilingual Project. The aim of the project is to teach Latinos, (Spanish-speaking people from, in this case, Texas, Puerto Rico, Mexico) to read, write, and converse in English. The staff also provides instruction in math, programming, Financial aid counseling and personal counseling.

The Bilingual Project started last year and the number of students enrolled rose from a half dozen to nearly a hundred. This year there are about a hundred and thrity-five students involved in the program. About half of these students are in the regular vocational programs, while the other half are in a program called English as a Second Language, (E.S.L.) E.S.L. is designed to teach any who can speak Spanish to read, write, and speak English. All the bilingual students can also take advantage of special classes in basic math skills. Another equally improtant functions is what Fransisco Trejo, the project's director, described as bilingual support, or cultural awareness. This is to assist the student to retain his or her language and culture while becoming a part of the existing society.

Due to the additional number of students, the staff has been increased from four to ten. The staff includes Fransisco Trejo, director; Heidi Noun and Darrell Dewar, full-time teachers of English and Math; Judy Gold and Bridget Aldaraca, part time teachers in English; Ed Roth and Gordy Sorenson, part-time teachers in Auto Mechanics; Diana Rodriguez, a recent graduate of T.V.I., as full-time secretary; Carmen Magallon, a full-time teacher in General Office Procedures; and three Job Specialists, who act as counselors; Roberta Acosta, Helen Boddy and Fransisco Rivera. Assisting the st... is John Contreras, a work study stude...t.

Fransisco Trejo seemed well pleased and is kept very busy by the project. If the open and friendly relationship apparent between the students and the staff is any indication of success, what is now a temporary project will soon become a permanent program.



Bilingual Staff

New Web press donated to Graphic Arts Department by National Checking Company of St. Paul.

ESL AND THE SPANISH
SPEAKING VOCATIONAL STUDENT

GOALS:

The overall goals of this workshop are:

1) to acquaint the participants with general aspects of learning and teaching a second language

2) to provide basic professional training in the teaching of English as a second language for persons engaged in working with the Spanish speaking vocational student

THE PARTICIPANTS WILL:

1) become acquainted with general characteristics of major language learning and language teaching theories

2) gain an understanding of the nature of the language learning problem facing adult second language learners

3) become aware of the various dimensions inherent in teaching English as a second language

4) become aware of major linguistic differences between two language systems, Spanish and English, and the nature of interference from the learner's native language.

5) develop a fundamental awareness of the learning problems, teaching techniques, and instructional materials pertaining to the following areas:

Listening Comprehension

Pronunciation

Grammar

Reading in a second language

Composition

Communicative Competence

Cultural dimensions in language learning

6) develop a fundamental understanding of specific learning problems associated with second language learners who are illiterate in their first language

7) to become acquainted with specific types of teachniques/measures for assessing language competence and language dominance

8) to gain increased understanding of socio-cultural problems faced by Spanish speaking adults living in this area

9) to learn how to develop and to adapt English language materials so as to best meet the specific needs of the learner

10) to gain increased awareness of community resources available to both students and teachers of ESL

TENTATIVE SCHEDULE/PROGRAM

FRIDAY, APRIL 23, 1976

4:00-5:30

Welcome

Overview of the workshop

Communication exercise

Questions you have about ESL/ What's on your mind?

5:30-6:30 Supper

6:30-7:30

Language learning theory and Implications for the classroom

7:30-8:00

Shock language learning and discussion

8:00-8:15 Break

8:15-9:00

Learning a language is more than learning a linguistic system/ Task and discussion

9:00-10:00

Readings dealing with adult language learning
Homework tasks: Cultural problem and language problem

SATURDAY, APRIL 24, 1976

8:30-9:30

Discussion of readings and homework problems

9:30-11:30

The domains of ESL

Overview

9:45-10:00 Break

10:00-11:30 Bilingual Education

ESL's Role in Bilingual Education
Bilingual Legislation
Assessing Language Dominance

11:30-13:30 Lunch

SATURDAY, APRIL 24, 1976

12:30-1:30 Teaching aural comprehension in the second language

1:30-3:15 The sound system of Spanish and English

3:15-4:45 Achieving and maintaining communicative competence in the second language

*One hour of homework will be assinged

SUNDAY, APRIL 25, 1976

9:00-10:00 Discussion about homework

10:00-11:45 The grammatical system of Spanish and English

11:45-12:30 Lunch

Group will be divided half

12:30-1:15 Reading in a second language — Writing in a second language

1:15-2:00 Reading in a second language — Writing in a second language

2:00-4:00 Cultural dimensions of second language learning

Counseling the Spanish speaker

Panel of students (Problems viewed by students)

Film?

FOLLOW UP (DATE TO BE ANNOUNCED)

Assessing Communicative Competence/Testing
Community Resources for the ESL Student and Teacher

COUNSELING IN THE SPANISH-SPEAKING COMMUNITY

Thursday, May 27, 1976
4:30 - 6:30 PM
Office Conference Room, St. Paul TVI

I. Considerations; Background and Needs of Spanish-speaking Persons

A. Mark Zimmerman,
Counselor
Migrants in Action
St. Paul, MN

B. Marilyn McClure
Social Worker
Spanish-American Program
St. Paul-Ramsey Mental Health Center
St. Paul, MN

II. Discussion

All participants are invited to contribute comments and questions.

Sponsored by the Minnesota Bilingual Vocational Training Project

A-31

MEMO

To: Lloyd Scholer, Teacher Trainer, TVI

From: Mary McGroarty, Acting Director
Minnesota Bilingual Vocational Training Project

Re: In-Service Spanish Course for TVI Staff

Date: August 9, 1976

You might be interested in the results of the survey we conducted last spring regarding the in-service Spanish course for the staff here.

In brief, questionnaires (see attached) were distributed in the TVI mailboxes during the first two weeks of June, 1976, and returned to a designated collection box in the mail room. The totals: Thirty-two persons responded. Of this number, 24 (or 75%) were interested in taking a Spanish course, 5 were not interested, and 3 did not indicate any preference. Of the 24 interested people, slightly more than half (13) were interested in speaking Spanish, one-third (8) were interested in reading and writing Spanish in addition to speaking it.

In terms of time, nearly all (21) asked for a once a week class; just 2 requested twice a week. The most popular time slot during the day was during the afternoon from 3:30 to 6 p.m.; only 1 person checked the 4-7p.m. slot, and four (4) were interested in the evening slots at 5:30-8 p.m. and 7-10 p.m.

Based on these results, we would like to plan a basic Spanish course in the afternoon once a week. We will discuss the instructor, days, and times with you as soon as possible in order to get the course organized for fall.

Thank you for your cooperation.

cc: C. Simmer
G. Nelson
R. Davoli

MEMO June 1, 1976

TO: TVI Staff

FROM: Mary McGroarty, Bilingual Project Mary McGroarty

RE: In-Service Spanish Course- RESULTS

During the course of the year, staff members here have asked us to offer a basic Spanish course. We would like to do so beginning in fall, 1976. To help us plan the course, please check appropriate spaces below and return to the "Bilingual Project" box in the Mail Room. Muchas gracias (you're learning already).

	YES	NO	NEITHER
1. I'm interested in taking a Spanish course.	24	5	3
2. I'd like in-service (lane-change) credit for the course.	24		
3. I'm interested mainly in speaking Spanish.	13		
4. I'm interested in reading and writing Spanish in addition to speaking it.	8		

5. The best time for me to study would be (check those that apply):

   a. once a week 21 twice a week 2

   b. afternoon: 3:30-6 PM 21 4-7 PM 1

   c. evening: 5:30-8 PM 2 7-10 PM 1

Title: Spanish for T.V.I. Instructors

Credits: In service credits

Tuition: $10.00 per credit

Duration: October 11 to December 17 = 36 hours

Cost: 1 Teacher $10.00 per hour $10.00 x 36 = $360.00

Recommended Employees: St. Paul Public School Employees, Diana Villarea
Ruben Zaruco

Time and Place: St. Paul T.V.I. Room 109
Tuesday and Thursday's - 4:00-6:00 p.m.

Days off: October 21 Teachers Workshop
November 25 Thanksgiving

1. Objectives
   A. Participants will be able to demonstrate a speaking ability that will enable them to communicate with limited English speaking Spanish surnamed students.

   B. The participants will demonstrate an ability to communicate in Spa at a level conducive to better job training.

   C. Participants will learn a spanish vocabulary relevant to their teaching field.

2. Course Outline
   A. Introduction

   B. Beginning Spanish

      (1) Greeting: How are you? I am fine. etc.
      (2) Introductions: Mary this is Jose. etc.
      (3) Proper names: How to pronounce spanish names correctly.
      (4) Beginning vocabulary: colors, numbers, etc.
      (5) "I want" " I need"
      (6) Interrogatives: Who? What? Why?, etc.
      (7) Directions: Where? Which way? How? This way? etc.
      (8) Commands: Do this, do that, etc.

   C. Vocabulary pertinent to job training:

      (1) Mechanics: motor car, carburetor, wheels, etc.
      (2) Nursing: Bed, thermometer, blood pressure
      (3) etc. etc.

Note: This phase will be done on an individual basis with each particip

   D. Mexican-American Cultures

      A. 1-3 hours. The spanish taught will emphasize vocabulary that i relevant to the chicano culture, history, and background.

Note: Recommended speaker at no cost:
Sam Hernandez - Urban Affairs Offi

235 MARSHALL AVENUE, ST. PAUL, MINNESOTA 55102 (612) 227-9121

MINNESOTA BILINGUAL VOCATIONAL TRAINING PROJECT

MEMO

TO: Mr. Nelson, Mr. Davoli

FROM: Francisco Trejo FT

DATE: October 20, 1976

SUBJECT: Special Needs Workshop

The attached memo was submitted to me by Mr. Dewar. I am very satisfied with the contribution his input will make to our total staff. I hope this was what you had in mind when you sent us your memo regarding conventions. Thank you!

TO: Francisco Trejo, Director of MN Bilingual Project
FROM: Darrell Dewar, E.S.L. Instructor DD
DATE: October 19, 1976
SUBJECT: Special Needs Workshop on Materials and Techniques
(October 7-8, 1976 - Alexandria, Minn.)

The workshop presentations and discussions provided information on the special needs programs throughout the state and comments were made on the different materials used. The majority of the presentations were on remedial reading and math skills.

Regarding the content of special needs programs, some schools have included training on everything that a student needs to cope with modern society which is not normally included in a mainstream curriculum, e.g., personal hygiene, checkbook balancing, etc. Almost all insisted that the students should be in the special needs department only part-time while continuing to attend a slightly-modified mainstream program.

Many schools seem to have a great deal of paperwork and individual testing which passed from Special Needs to counselors and area instructors -- with an excess of details. It would appear to be more useful if the instructor (of the major area) sent paperwork (a short note?) to Special Needs telling them why the student needed help. Then it would be up to Special Needs to assess the student and determine what had to be taught and how in order to upgrade the student to meet the instructor's expectations. If the student continues in the mainstream program, the instructor will be able to monitor the student's progress and terminate the special needs program when he determines it unnecessary.

Referral to special needs programs seems to be the major problem in the majority of schools, especially where such programs are new. Teachers who are aware of students' weaknesses are not aware of the special needs programs and the counselors who are aware or informed of the special needs programs learn of the students' shortcomings when it is too late to remedy the situation. Most schools do preliminary screening - usually with reading and math tests - which are inadequate to predict the special problems that students whose native language is not English might have, e.g., the Vietnamese and the Chicanos. For these students, an oral interview with a counselor will be adequate for determining career interests but evaluation of la nguage difficulties is best determined by a short interview (ten minutes?) with an experienced ESL instructor.

Some reading specialists are developing readability levels on textbooks in order to aid technical area instructors choose an appropriate text (appropriate for the reading level of vocational students). It was suggested at the meeting that these readabilities be made available for all AVTI's. It was felt that Eileen from Data Retrieval would be the appropriate receptacle for such information.

It was also suggested that certain standard tests should be used for screening by all AVTI's thus allowing norms to be established for vocational students. It would also allow student populations in the different areas to be analyzed.

Many AVTI's use student aides, especially to handle tedious paperwork. The general consensus was that thestudent aides are more dependable and enthusiastic if they receive a stipend - otherwise, attendance becomes spotty. It was also indicated that student tutors should be chosen with the assistance of the area instructor(s) . Volunteers should not be used without such consultation.

Personally, the workshop was of great interest to me as I have just recently begun teaching in vocational programs (related areas). It has given me insights on the viewpoints of the instructors, both of related areas and of technical areas.

Darrell Dewar

6th Annual
International Bilingual / Bicultural Education Conference

Francisco Trejo Roberto Acosta -- M.B.V.T.P.

The Sixth Annual International Bilingual / Bicultural Education Conference was held in New Orleans on April 4-8, 1977.

Workshops offered on Monday and Tuesday were intended to produce policy for the general conference. We attended a one day workshop on legislation. Dr. Armando Ayola, Washington D.C., explained the manifestations of current legislation on bilingual education throughout the nation. A position paper was drafted for general approval by N.A.B.E. (National Association of Bilingual Education).

It is interesting to note that although bilingual education has a firm base in the educational process of this nation, bilingual vocational education is in its infancy. Bilingual vocational education personnel were a definite minority at the conference. We were instrumental, however, in changing the policy position of N.A.B.E. to regard adult bilingual education, vocational education in particular, a top priority.

The second day we attended different workshops. Roberto Acosta attended a day long workshop on bilingual counseling of special needs students.

The workshop provided a different counseling theory that had as its premise that any two human beings can be counselors to each other. The activities of the workshop included: role playing and small group discussions. It will be benefical to utilize and apply some aspects of the peer counseling model within our program.

Francisco Trejo attended a workshop on the process of effective program implementation.

A) Need assessment B) formulation of a strong base of support C) influencing school district representatives and personnel D) detection and softening of opposition E) use of existant resources. This process was explored and ways developed to carry it out.

Judith Acosta, who accompanied us to New Orleans totally at her own expense, attended a workshop for the development of female administrators for bilingual ed. programs.

The next three days were devoted to countless mini workshops and concurrent sessions. The main speakers at the general assemblies were not as impressive as the countless resource people available at the sessions and publishers displays.

Positive results of the three day conferences:

1. Commitment on the part of N.A.B.E. to bilingual vocational education.
2. Dissemenation of information about our program to a national audience.
3. Contacts made with people in position to positively influence our program.

4. New classroom methodology and administrative techniques were developed through the examination of current programs.

5. National material resources made available to us.

6. Utilization of bilingual career exploration material in a classroom situation.

Note: We also happened to notice that New Orleams was quite a city!

Rasmussen SCHOOL OF BUSINESS
Since 1900
160 WEST NINTH STREET • SAINT PAUL, MINNESOTA 55102
222-4474

To: St. Paul Area WIN Project

From: W. C. Nemitz

Subject: Adult Special Training Programs

We thank you for the opportunity to meet with you on December 19, 1975 and review short-time training programs we can offer for your clients based on their particular needs. As I indicated these programs would be geared to either give a client entry level skills common to many job openings or review skills previously gained from training or work experience.

Listed below are suggested subject areas. Our catalog on pages 24-26 has a complete listing of individual subjects we offer. Many combinations can be developed. Please call me and discuss and possibilities.

Goal: CLERK, CLERK-TYPIST
- Typing (45 wpm goal)
- Word Study
- Filing Systems
- 10-Key and Electronic Calculators
- Dictaphone

Goal: BOOKKEEPING CLERK
- FIGURE CLERK
- Accounting I
- Business Math
- Typing (40 wpm goal)
- 10-Key and Electronic Calculators

The above subject sequences would take approximately 16 weeks on a full time basis to complete. This would be influenced by individual effort and ability.

Students can also request transcripts on completion of their programs of study. These would be helpful to employers and students when they are in a job seeking status.

Costs would be based on a tuition charge of $36.25 per week plus books and supplies. (Except Key Punch which is $345.00 complete for a 60 hour program)

These adult special programs would not preclude a student continuing into a diploma program and applying all credits earned as well as qualifying for various financial aids that may be available.

We look forward to working with you and your clients' needs.

ACCREDITED BY THE ACCREDITING COMMISSION FOR BUSINESS SCHOOLS

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LEVEL II. Oral Part 1. Counts 1-5 2. Counts 6-15 3. Reads 3 4. Reads 5 5. Reads 6
6. Reads 17 7. Reads 41 8. Pennies 3-1 9. Apples 3 + 4 10. Marbles 9-3 10

Written part.

$43 + 6$ $\quad 94 - 64$ $\quad \$4.95 \times 3$ $\quad 726 - 349$

$2\frac{1}{2} + 1\frac{1}{2} =$ _____

$\frac{1}{6}$ of $30 =$ _____

$$\begin{array}{r} 229 \\ 5048 \\ 63 \\ +\ 1381 \end{array}$$

17

$9\overline{)4527}$ $\quad 1\frac{1}{3}$ ft. = _____ in. $\quad 2 - $ _____ $= \frac{1}{4}$

Add: $6\frac{1}{4}$, $1\frac{5}{8}$, $4\frac{1}{2}$

$$\begin{array}{r} 809 \\ \times\ 47 \end{array}$$

Write as percent: .42 = _____%

23

Subtract: $10\frac{1}{4} - 7\frac{2}{3}$ = _____

Multiply: $\begin{array}{r} 6.23 \\ \times\ 12.7 \end{array}$

Find average: 34, 16, 45, 39, 27

Ans. _____

Write as decimal: $52\frac{1}{2}\% =$ _____

Write as percent: $\frac{3}{8} =$ _____%

$2.9\overline{)308.85}$

29

Add: 3 ft. 6 in.
5 ft. 5 in.
8 ft. 11 in.

$M + 2 = 5$, $M =$ _____

$2x = 3$, $x =$ _____

$6 \times 3\frac{7}{8} =$ _____

15% of 175 = _____

Write as common fraction in lowest terms: .075 = _____

The complement of an angle of 30° = _____

36

$4^3 =$ _____

$.25 \div 1\frac{1}{5} =$ _____

If a = 7, b = 3, $a^2 + 3b =$ _____

$\frac{1}{4}\%$ of 60 = _____

66 sq. ft. = _____ sq. yd.

Solve: $\frac{7 - (6 + 8)}{2} =$ _____

Add: $-x - y - 23$, $x - y + 22$

43

Factor: $r^2 + 25 - 10r$

Ans. _____

$\frac{r^2 - 5r - 6}{r + 1}$

Ans. _____

Change to familiar numerals: M D C X C I = _____

Find interest on $1,200 at 6% for 70 days. Ans. _____

$3p - q = 10$, $2p - q = 7$

$p =$ _____, $q =$ _____

$\sqrt{2ax} = 6$

Ans. _____

$\frac{7}{17} = \frac{6}{x}$, $x =$ _____

51

Find square root: $\sqrt{67081}$

Ans. _____

$\log_{10}\left(\frac{1}{100}\right)$

Ans. _____

$\log_5 5\sqrt{5}$

Ans. _____

Reduce: $\frac{k^2 + k}{k^2} \cdot \frac{3k - 3}{k^2 - 1}$

Ans. _____

Find root: $2x^2 - 36x = 162$

Ans. _____

56

Arithmetic—Level II—Grade Norms. Percentiles and Standard Scores corresponding to grade rating and age may be found in Manual.

Score	Grade	Score	Grade	Score	Grade	Score	Grade	Score	Grade	Score	Grade	Score	Grade
0	N.9	7	Kg.8	14	3.9	21	6.5	28	8.5	35	10.3	42	12.0
1	Pk.2	8	Gr.1.0	15	4.4	22	6.7	29	9.0	36	10.8	43	12.5
2	Pk.3	9	1.5	16	4.9	23	6.9	30	9.3	37	11.3	44	13.1
3	Pk.9	10	1.9	17	5.3	24	7.1	31	10.1	38	11.8	45	13.7
4	Kg.2	11	2.3	18	5.7	25	7.4	32	10.8	39	12.4	46	14.3
5	Kg.4	12	2.9	19	6.1	26	7.7	33	11.3	40	12.9	47	14.9
6	Kg.6	13	3.4	20	6.3	27	8.0	34	11.8	41	13.4	48	15.5
												49	16.0

121

A-41

LEVEL I, Oral Part

8

42 17 9 5 3 3 Fingers. 8 fingers. 9 or 6? 42 or 28? 17

3 pennies. spend 1 ?_____ : 3 + 4 apples?_____ : 9 marbles. lose 3?_____ 20

Written part.

$1 + 1 =$ _____ 6 + 2 5 − 3 32 + 40 $4 \times 2 =$ _____ 23 × 3 29 − 18 75 + 8

$4 - 1 =$ _____ 29

452 + 137 + 245 $6 + 2 =$ _____ \$62.04 − 5.30 $1\frac{1}{2}$ hr. = ____min. $6\overline{)968}$

$\frac{1}{3} + \frac{1}{3} =$ _____ 35

$\frac{15}{5} =$ _____ $\frac{7}{9} - \frac{5}{9} =$ _____ 823 × 96 $4\frac{5}{6} + 3\frac{1}{3} + 2\frac{1}{2}$ $\frac{2}{5}$ of 35 = _____

$\frac{1}{2}$ yd. = _____in. $1\frac{3}{4} =$ ____/4 42

$27\overline{)384}$ $\frac{2}{3} =$ ____/12 5 − $1\frac{1}{3}$ $\frac{3}{4}$ yr. = _____mo. $2\frac{1}{3}$ doz. = _____ Multiply: 7.96 × 30.8 48

Which is more? $\frac{7}{8}$ or $\frac{13}{15}$ Ans. _____

Find the average of 24, 18, 21, 26, 17 Ans. _____

Write as a percent $\frac{3}{4} =$ _____% $4\frac{1}{5} \times 3\frac{1}{3} =$ _____ 52

$1\frac{3}{16} + \frac{3}{4} =$ _____ $\frac{8}{9} \times \frac{3}{4} \times \frac{1}{2} =$ _____

Write as decimal: $\frac{3}{5} =$ _____ 20% of 120 = _____ 56

$6^2 =$ _____ $8.2\overline{)62.703}$

Change to familiar numerals: M C X L II = _____

$(-5)(+9) =$ _____ 60

Find interest on \$300 at $4\frac{1}{2}$% for 7 mo. Ans. _____

Solve: $y + (9 - 8y) = 65$ $y =$ _____

Find square root: $\sqrt{3348.9}$ 63

Arithmetic—Level I—Grade Norms. Percentiles and Standard Scores corresponding to grade rating and age may be found in Manual.

Score	Grade	Score	Grade	Score	Grade	Score	Grade	Score	Grade	Score	Grade	Score	Grade	Score	Grade	Score	Grade
1	N.3	8	Kg 1	15	Kg 9	22	2.1	29	3.6	36	5.3	43	6.7	50	10.6	57	11.9
2	N.8	9	Kg 2	16	Gr. 1.0	23	2.4	30	3.9	37	5.5	44	7.0	51	10.7	58	12.6
3	Pk.1	10	Kg 3	17	1.4	24	2.8	31	4.2	38	5.7	45	7.4	52	11.4	59	13.5
4	Pk.2	11	Kg 4	18	1.4	25	2.6	32	4.5	39	5.9	46	7.8	53	12.1		
5	Pk.4	12	Kg 5	19	1.8	26	2.8	33	4.7	40	6.1	47	8.2	54	12.8		
6	Pk.6	13	Kg 6	20	1.8	27	3.0	34	5.0	41	6.5	48	8.8	55	13.3		
7	Pk.8	14	Kg 7	21	1.9	28	3.2	35	5.2	42	6.5	49	9.4	56	14.2		

122

A-41

ORAL VOCABULARY

FORM 1

1.	A head is part of a	coat	saw	man	box
2.	Little means	funny	small	sick	yellow
3.	An hour is an amount of	dirt	fun	water	time
4.	To strike means to	hit	talk	eat	swim
5.	A rock is a	tree	color	stone	house
6.	The wave is on the	mouse	water	day	horse
7.	Fierce means	tame	slow	wild	easy
8.	Hush means be	sad	angry	quiet	brave
9.	A robe is made of	iron	dirt	wood	cloth
10.	To protest means to	agree	object	curse	kill
11.	Slender means	dirty	slim	honest	fat
12.	To overlook means to	miss	shoot	stretch	catch
13.	To magnify is to make	sorry	smaller	waste	bigger
14.	To precede is to go	down	before	under	fast
15.	Sacrastic means	sneering	coughing	modern	deceptive
16.	Previous means	after	now	never	before
17.	To supplant is to	construct	replace	terrify	mortify
18.	Gaudy means	certain	wealthy	beautiful	showy
19.	A culprit is an	ostrich	offender	author	orifice
20.	To appall means	terrify	murder	reward	succumb
21.	To flounder means to	giggle	fish	struggle	gloat
22.	Municipal has to do with a	nation	president	city	state
23.	Despotiam is	liberty	tyranny	warfare	nation
24.	Intact means	unharmed	internal	interesting	tortured
25.	Indigent means	ill	needy	insolent	colored
26.	Deferential means	haughty	jolly	horrible	respectfull
27.	To perturb is to	wound	disturb	hearten	insult
28.	To inhibit is to	restrain	tighten	charge	drink
29.	Invidious means	complete	offensive	miraculous	compound
30.	Polemic means a	dispute	disaster	problem	precedent